

THE SCHOOL JOURNAL

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Edwin V. Morgan, Esq., American minister at Montevideo, Uruguay, reports to the Department of State, under date of March 25, 1911, that Señor Alfredo Samonati, inspector of schools in the Department of Rocha, sailed on that date for England, where he will embark immediately for the United States, in order to investigate manual and industrial education in the primary and secondary schools of the United States and Canada. He will also inquire into the matter of school furniture and equipment.

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School Children and Farming

In an admirable paper entitled "Bring Up the Child in the Way He Should Go," in the May Lippincott's, Colonel Willard French makes a strong plea for including at least the rudiments of agriculture in public school training. He points out how at present education leads the youth of the land away from farming, even in rural communities.

"As a nation, we fully appreciate the value of science in farming," says Colonel French. "We expend millions of dollars annually, thru the bureaus of our National Agricultural Department, for the benefit of the farms and farmers of America. Everybody knows the infinite value of the work which has been accomplished, and when the boy with brains and energy does resist those first temptations and turns investigative attention to farming, he soon finds vast stores of information gathered for him. He studies by himself the mysteries of the art, as he studied in school his geography and history, and presently he is one of the monarchs of America, making his farm a gold mine.

"Now, the point is this: when we have all the information and scientific knowledge gathered at fabulous expense (free to every farmer who will send for it), all the whys and wherefores making farming an intensely interesting and profitable art, hidden away where only those get at it who by some accident are forced to resort to farming, and who have the brains and energy and inclination to investigate the wonderful discoveries and new and helpful ideas which have cost the country so much, in an earnest effort to improve the farms and farmers, why in the name of common-sense should not the elements of it all be put into text-books for our public schools, to help boys to become farmers? Why should not the science of agriculture be at least an important fact in the common-school curriculum? Would it hurt even the city boy and girl to know a little about how things grow, and why and where, and the art of making the best of Nature? Would not some knowledge of the science of nature make any boy or girl happier for life, even if he or she never saw a farm? It would at least make it possible for the boy, when he graduates, to turn to farming as he now turns to business, with something of a practical foundation, and a new sense that farming is not, in reality, the same old limited grind and drudgery of his father and grandfather.

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THE SCHOOL JOURNAL

A Monthly Journal of Education

OSSIAN LANG, Editor.

Vol. LXXVIII.

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The Problem of Sex Instruction

Last month's editorial on "The Social Evil" appears to have attracted unusual attention. The discussions it has aroused and the comments it has brought out show conclusively that the time is ripe for a free and full consideration by teachers of the educational problems involved in the subject. About three years ago THE SCHOOL JOURNAL devoted the greater part of a whole number to the matter without eliciting any appreciable response. This time the presentation seems to have struck home. Which indicates that now is the time to follow up the subject till some definite plan of procedure is evolved. The editor will be grateful for any suggestions that will help to spread and intensify the interest.

Most of the visitors who have commented on last month's editorial place altogether too much faith on instruction in sex hygiene. This is most important, without any doubt. But we must bear in mind that only very few teachers can be trusted to handle such a delicate topic profitably. And mistakes here may cause grave injury. Better that the subject be kept out of the elementary school altogether than to let it become a source of more serious mischief.

Occupation with sex matters has corrupted many minds. A little knowledge is a dangerous thing, and a vast amount of knowledge is not a sure protection. The problem is essentially a moral one. Let that be kept to the fore.

This is not said to discourage the search for a safe and sane plan of instruction as regards the physical considerations. On the contrary. Only let us not be over-hasty. Let us get together to come to some agreement as to what is wise to present and how to go about it. Some noteworthy experiments have already blazed the way. I want to call particular attention to Dr. Zenner's book on "Education in Sexual Physiology and Hygiene" (published by The Robert Clarke Company, Cincinnati). Here we can learn what a few talks will accomplish in placing the whole subject rightly before the young. More of such reports would go far toward supplying the needed solution.

The school physician and the school nurse, if they are the right people in the right place, can probably be more safely trusted with the handling of the matter than the teachers. Much depends on the person. A young, unmarried

teacher, man or woman, unless thoroly grounded in the subject, may cause more harm than good to herself, as well as to others. Symbolization and other shrouding of the physical processes encourages morbidity rather than moral fiber. Better keep hands off than conjure up new dangers.

The subject of self-abuse is troubling many teachers. Here we are on most delicate ground. Some time in the next school year, when weather conditions are more favorable, we will talk about it more fully. For the present, let us get a firm grasp on the fact that the school must train up the young in morality. That is our ever-present, fundamental problem. Whether sex questions are separately considered or not, the moral tone of the school is the best safeguard for all purposes.

Reasonableness and Law

Collier's of May 20 has two citations which should be passed on to the teachers of America: "Herodotus reports that when Athens was under one-man rule she was no better than her neighbors; when governed by her citizens she was first in everything. When Xerxes asked how a few Greeks could stand against his army, 'especially when they are free, and there is no one to compel them,' a Greek answered: 'There is a master over them, the Law, whom they fear more than your servants fear you.'"

Respect for the law of the people is the rock on which popular government must stand or fall. That is the Anglo-Saxon creed: that must be the creed at the bottom of our own democracy. The schools have no greater, more serious, more sacred problem before them than to instil and strengthen this creed in the minds and hearts of the young.

Reasonableness is the backbone of law. This reasonableness the young must be trained to recognize and respect. The school, or the teacher, who seeks to enforce unreasonable demands, breeds anarchy. The rules which the children are asked to comply with must be few and must appeal by their very reasonableness. Thereby they become part of the children's own convictions. Freemen obey the law because they know it is just: It is their own law. Only

on this principle are the young being prepared for citizenship in a democracy.

Adopting the law of reason as one's own law makes one the framer of the law. That does not imply that the children's reason is developed to such a degree that they understand the full meaning of the law. But they must have faith in the justice of every demand made upon them. Whenever they do not, they are placed in the category of servants and slaves who are under the rule of a master. The education that trains up freemen seeks to win the children for the law by its reasonableness.

Now that the trying days of summer are upon us, the need of being reasonable becomes especially urged for teachers. Restlessness, "the call of the wild," *Wanderlust*, even playing hookey, must not be as severely censured in June as in the work months of the year. Let us be reasonable.

Vacation days are drawing near. Let us make sure that these last days may leave behind pleasant memories of school. Now if ever the teacher must be at his best, at her best.

Scolding and nagging there must not be. We are getting ready for the holidays. Joy shall be queen this whole month. Whatever has not been accomplished cannot be forced thru now. If the work of the school year has been well planned, there is nothing left to do than to review and rejoice in the progress that has been made. Another year is coming, when we can do better. Don't spoil these closing days by fretting. Let the reins hang a little looser than usual. Last impressions are lasting impressions.

A restful, joyous vacation to you, my sister, my brother!

THE SCHOOL JOURNAL publishes ten numbers during the school year. This is number ten. The next number will be issued in September, when we hope to be all gathered together again, united by one common tie, to give the best we have for the good of the children and Old Glory.

Adopting the suggestion of several friends, the present volume of THE SCHOOL JOURNAL will end with the October number. In that number will be found the index.

Cheerful Confidences

Making a Business of It

Last Sunday I went up to Chicago and heard the great Rabbi Hirsch preach. You never could go to sleep in his synagogue. Among other things he said the founders of America had predicted universal peace, universal happiness thru universal education; but the hopes of the Fathers have been cruelly disappointed. I have been thinking about this ever since.

I notice that a great many bigger men than I are pondering it. Winship keeps crying, "Pooh, pooh! The schools and the teachers are better than ever." That is the kind of belief I would like to have,—if I was really sure it were true. But is it true? Every other educational article I read is asking why has teaching not advanced civilization further?

Mr. Munsterberg says it is because education has become effeminized; Mr. Maxwell declares it is because the work of the teacher has become associated with petty tyranny, the punishment of children with the rod; Mr. McAndrew insists it is because the wages of teachers are so low; Mrs. Young intimates it is because teaching has so long been supervised into a kind of slavery, preventing the exercise of the powers of thought and invention; Mr. President Schurman holds that the retardation of progress is due to the general use of teaching as a stepping-stone to business, or as a stop-gap while waiting for marriage.

In the *North American Review* I read that present-day teaching is a fearful waste of time and an irreparable injury; in the *Atlantic*, that neither our educational ideals nor our attainments are entitled to high regard. Paul Hanus said the educational ship has all sails set, rap-

idly going nowhere. Dr. Eliot issues periodically his polished epigrammatical statements showing the failure of our public schools. William George Jordan claims that our system of education cannot educate. Doctor de Forrest shows that juvenile crime is increasing here 20 per cent more rapidly than the population. These are the disagreeable things that come to my mind without consulting a library. If you think of as many more, as no doubt you can, we shall agree that this country, when turning its thoughts to education, does not unite in one unanimous chorus of praise.

Most of the public criticism is impersonal. It exposes poor results and weaknesses of the system. But, in our town, we have plenty of direct and personal remonstrance concerning Mary Brown or Thomas Tillman, teachers.

TEACHING HASN'T WON MANY BOUQUETS

A father was in to see me just the other day. He claimed indignantly that the teacher designated was unworthy of companionship with a well-bred child, besides being incapable of teaching anything. The first bad thing about this is that it is true, but the worst of it is that everyone who has the power to remedy this knows that it is true, and yet nothing happens.

It is a notorious fact in our neighborhood that there are two teachers in my school who are not worth their salt. But I cannot remove them nor get them removed. They were not hired because the needs of the children in this district indicated certain abilities discovered in these two women. They were hired to give them a job, and there, in my humble opinion, is the radical rotten spot in your whole American school procedure: the recognition of teach-

ers' interests to the exclusion of children's rights.

I know a school in which an intimate group of six women have taught one another the tricks of shirking until it has become a consummate art. These girls can, and do, complete the whole of their school work in five hours a day, for five days a week, for thirty-six weeks a year. Such a thing as "working up a subject," or planning beforehand the preparation of a lesson, is unknown among them. They can steal children's time, they can conceal their own lack of study, they can best an ordinarily honest parent or superintendent and not half try.

Whenever they say anything about school subjects it is either cheap personalities about teachers, principals or superintendents, or ridicule and sarcasm directed against sincere and serious work. Now and then a young woman with a desire for service comes from some progressive school and gets a position with these idlers. It is pitiful to see her deterioration. There is enough of this kind of teacher drawing the city's pay to make this a public scandal. They are active in only one direction: the effort to get increased pay and to resist work.

WHAT ARE CHILDREN COMPARED TO THE TEACHERS?

The system is impotent to protect the interests of its children, because of its fear of its own teachers. Rabbi Hirsch's sorrow over the failure of the prophecies of the Fathers is inevitable, because we have no school system planned to realize those prophecies. Do you know of any system of schools which declares its prime purpose to be the training of children to think, to feel, and to act in ways of righteousness, and which retains or discharges its teachers upon evidence that the children are or are not being so trained?

You do not. Instead of a productive organization administered to secure such advancement of children, what you have is a system administered to protect itself and its members. The superintendent's energy is engaged first in holding his place, and second in keeping at work the machinery which has been devised.

Now you know as well as I that the most perfect system imaginable does not necessarily produce any valuable products at all. You know that John Finley is right in declaring that our tremendous educational organization carries volunteer workers and well-paid shirkers. It is not organized for efficiency, and it gets efficiency only from the teachers who are voluntarily efficient.

The greatest obstacles to American education are the persons who are paid to furnish it. You have spoiled them by removing from them the ordinary stimulus that produces efficient workmen: the connection between their pay and their service. Instead of training a teacher to feel that the better work she does the better pay she will get, you have educated her to feel

that the two things are unrelated. You have filled your schools with women and fixed a low wage to which you have added a sentimental and insincere gush about the noble army of teachers, guardians of the nation's future, and so forth. You have divided the responsibility of success or failure among so many persons that success or failure makes scarcely any difference at all.

EFFICIENCY IN FIVE YEARS

All this could be cured in any town in five years, by making a business of teaching. Put the schools on a business basis. The taxpayers put thus many dollars into the proposition. Now, you set about getting so many dollars' worth of returns.

Organize so that you can show where this money goes, and can prove that results are produced. Break up this absurd graded system which befogs responsibility. Give your teacher her group of forty children and see that she keeps them four or five years, and that you test their powers before you turn them over to the next responsible party. See that the better work in your place is paid the better wages. Cut out all these traditional grandstand plays of education that scatter confetti all over the place but make no progress.

For instance, do away with a teachers' meeting that propounds educational doctrine but holds no one responsible for practicing it. Do away with this cowardly criticism or correction of a whole staff when you have observed the defect in only one person. Disabuse yourself of the idea that you are nobly sacrificing yourself to your country; rather realize that ninety-nine workers out of a hundred know that you are better off than they are, with your clean job, your short hours, and your superb vacations. One reason why we men in the calling are so generally condemned by other men is because they fancy we don't do a day's work. Stop telling how hard it is. It is easier than nursing, doctoring, newspapering or bookkeeping. Its death rate is among the smallest of the wage-earning occupations. We have whined so much and so long that we have lost all sense of real values. If we were all condensed into one person and the general public whose children we have failed to educate should make an inspection of our work, I think the result would be its immediate withdrawal from our management.

Why, you could make your school twice as efficient in a year as it is now, if you would seriously regard the education of children as a business, and your organization as a business plant.

Wake up. You're not sure of living here a second time. Stop fussing with secondary side-issues, and find out what an educated boy should be. Then make a business of finishing the material of your school into that product.

THE CHEERFUL CONFIDANT.

The Educational Field

Dr. Elmer E. Brown, U. S. Commissioner of Education, has been elected chancellor of New York University. Dr. Brown's salary will be double that of his predecessor.

Dr. D. K. Pearsons, of Chicago, celebrated his ninety-first birthday recently by giving \$300,000 to small colleges. He has given, in all, nearly six million dollars to these institutions. He says his "debts" are now all paid, and he has no more to give. He has done more for the small "fresh water" college than any other man living. A favorite saying of his is that "Yale and Harvard earned their present fame when there were still stumps on the campus."

Every Pupil Plants a Tree

Thru the philanthropy of Kaufman Bros., of Pittsburgh, the school children of that city planted 100,000 catalpa trees on Arbor Day. The trees varied from eighteen to thirty inches high and sufficient trees were sent to each school for every pupil to have one. The catalpa tree matures in four years. They reach an almost uniform height of thirty feet, crowned with abundance of shade-giving foliage. The United States forestry department has recognized the value of the catalpa tree, and recommends its universal planting and use, pending the reforestation of pine and other wood-bearing lands.

Teaching of Ethics

Dr. Felix Adler recently said to the members of the Schoolmasters' Association that it was practically impossible to teach ethics in secondary schools.

"The study of ethics must be interwoven with all other study," he said. "It must be made a part of the daily life of the child. Moral lessons can be drawn from nearly every phase of the ordinary school routine."

In a general way he believed in laying emphasis during the first year of high school life upon the true meaning of liberty and the necessity for controlling one's self in order not to infringe upon the rights of others. The relations between parents and children should be discussed during the second year, the obligations of friendship and the ideal of self-sacrifice during the third year and the more remote social relations during the fourth year.

The Coburg Women's Association

The Coburg Women's association celebrates its ninety-second anniversary this year, it having been organized at the instance of the Commission for Bettering the Condition of the Poor in 1821, when 150 or more women immediately joined this German society, whose object was and is to help the poor, especially widows and orphans, as well as to train young girls in all "wifely" work. For the purpose of caring for the poor, the city of Coburg was divided into twelve districts, and each member of a board of twelve directors has one district to look after.

In 1821 the "handwork and industrial school" of the association was opened, and is still in existence. Rep-

utable children ten years of age and over are admitted, and fifty of these are each year taught sewing and knitting. In 1907 a tailoring and linen-sewing class was started, the fees being \$2.85 quarterly. A special teacher is in charge of this division, and annually eighty grown girls are taught to make clothes and house linen. Since 1837 the association has given soup tickets to needy and aged women; in 1846 a soup department for the poor of the city was also inaugurated, and in 1895 there was opened a cooking school with a public kitchen. A new house was built especially for this purpose, where instruction is given by two certified women.

The daily courses of instruction begin in January, April, and October and last a quarter of a year, including vacation. The school plan is as follows: (a) Practical part—cooking, washing, cleaning the house and kitchen, housekeeping arithmetic, and handwork; (b) theoretical part—hygiene, sitology, dietetics, and lessons in the preservation of household articles.

The school is attended by boarders and day pupils, the latter from 8 a. m. to 3 p. m. on week days. The former are required to tidy up the living and sleeping rooms in the morning, take part with the others in purchasing and cooking supplies, attend afternoon lessons in handwork, and prepare supper. They are also taught plain and fancy cooking and baking, putting up fruits and vegetables, garnishing fine salads, and preparing especially elaborate dishes. The fees for a quarterly course are \$7.14. For boarders the price is \$1.67 per week extra, for which they receive, besides their lodging, a first breakfast early in the morning, a second breakfast between 10 and 11 a. m., dinner, afternoon coffee, and supper. The day pupils pay 10 cents extra daily, for which they receive noon dinner; but in cases where poor girls desire to take the course in cooking the entrance fee is reduced.—CONSUL-GENERAL FRANK DILLINGHAM.

New Features in Bremen Schools

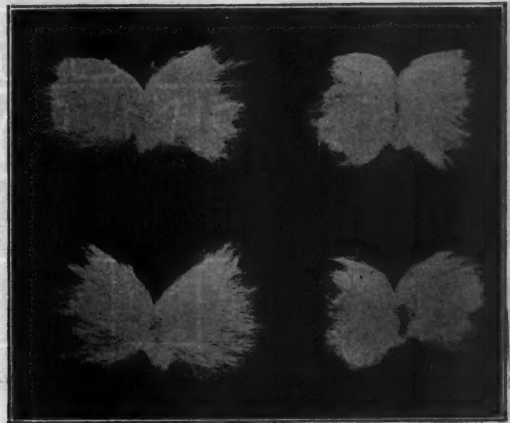
The new common schools in Bremen, Germany, are provided with bathing halls, where scholars may take weekly shower baths. At present bathing is not compulsory, but is under the regulation of the school board. Objections of parents are met with consideration.

The State has provided continuation schools, where industrial apprentices can further their education so as to enter a school of technology. According to law, all male employees of industrial concerns under 18 years of age (except assistants and apprentices in pharmacies and commercial establishments) are compelled to attend the continuation school for three years. A bill has been brought before the Bremen Senate making attendance at these schools compulsory for the assistants and apprentices in mercantile concerns.

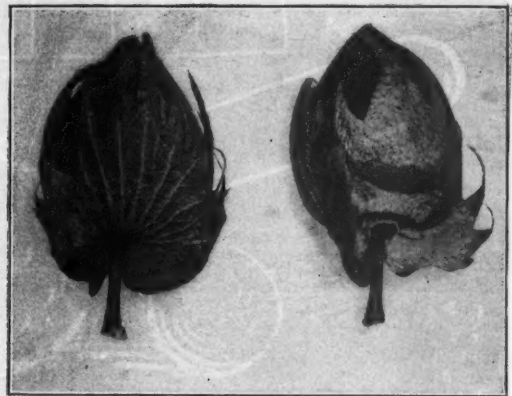
Another bill pending before the senate provides for instruction in English in all the public schools, both pay and free, in the city. It is urged that as Bremen is a seaport town having intimate commercial relations with England and America, a knowledge of the English language would be of value to a great number of people.



Leaves and Flowers of Kekchi Cotton



Lint of Kekchi Cotton (left) and of King Cotton (right)



Mature Bolls of Kekchi Cotton



Cutting Hemp by Hand



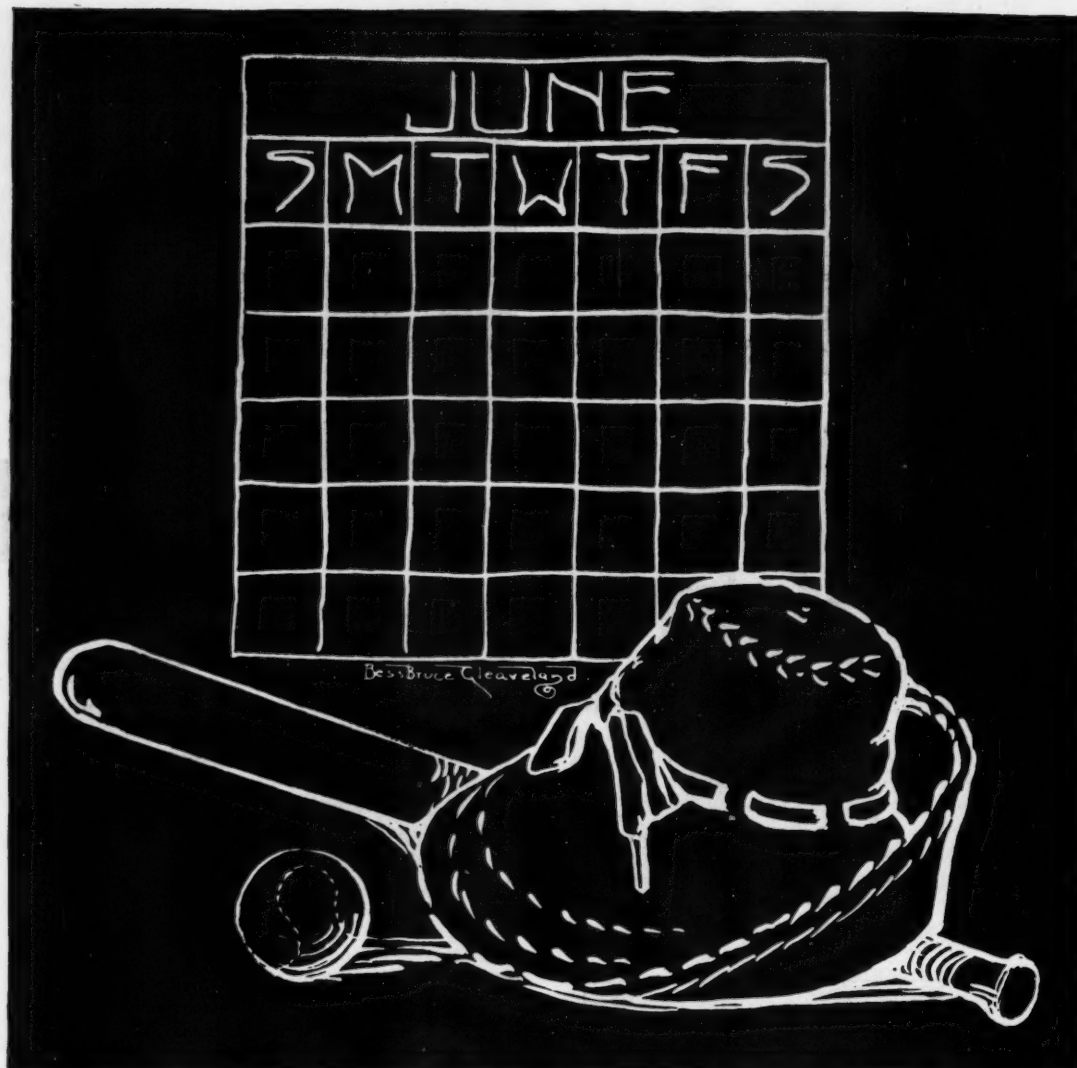
Hemp Shocks



Hemp Stack

RAW MATERIAL FOR CLOTHING

Frank Owen Payne, of the New York High School of Commerce, is contributing to THE SCHOOL JOURNAL a most remarkable series of articles on "Industrial Nature Study." His charts, which have been particularly helpful, will continue to appear in the new school year. This page of illustrations will give a new interest to the article published in April.



Blackboard Calendar for June

What Children Like for Lunch

"Children do not like cereal foods, but prefer fruits, cookies, and graham crackers," said Miss Madeline E. Torrey, teacher of cooking at the Winthrop School.

"I have given them carrot soup, potato chowder and every sort of cereal, but they skip them every time and jump for the sandwiches made with chopped raisins or crackers upon which peanut butter has been spread. I find also that many prefer to buy the things which they can eat out of doors during recess. For this purpose I have sandwiches wrapped in white paper."

She told in detail of the menus which she arranged for each day in the week, giving the children one regular luncheon and then having side combinations from which they might choose, such as gingerbread, oranges

or peanuts.

"I am a thoro advocate of lunches for children during the forenoon," said Miss Torrey, "and find that in the children under my observation there has been a marked increase in their healthful appearance.

"As the lunchroom is practically self-supporting, all of the children are given tasks to do, such as cutting bread, preparing sandwiches and washing the dishes, and I find that they love to work, and what is most encouraging, will in time urge their mothers at home to adopt better methods in the kitchen. For one cent I give them a glass of skimmed milk with a sandwich or a cup of cocoa with graham crackers, or if they tire of these, a few dates, almonds or some fruit."

Memory Gems for June

(Saturdays and Sundays omitted)

JUNE 1

June overhead!

All the birds know it, for swift they have sped
Northward, and now they are singing like mad;
June is full-tide for them, June makes them
glad.

—RICHARD BURTON.

JUNE 2

Wings that flutter in sunny air;
Wings that dive and dip and dare;
Wings of the humming bird flashing by;
Wings of the lark in the purple sky.

—MARY F. BUTTS.

JUNE 5

What shall I do to be forever known?—
Thy duty ever.

—SCHILLER.

JUNE 6

The kind of a man for you and me!
He faces the world unflinchingly,
And smites, as long as the wrong resists,
With a knuckled faith and force like fists.

—J. W. RILEY.

Then let us, one and all, be contented with our
lot;

The June is here this morning, and the sun is
shining hot,

Oh! let us fill our hearts up with the glory of
the day,

And banish ev'ry doubt and care and sorrow
far away!

—J. W. RILEY.

JUNE 8

The world is full of roses, and the roses full of
dew,

And the dew is full of heavenly love that drips
for me and you.

—J. W. RILEY.

JUNE 9

The cowslip startles in meadows green,
The buttercup catches the sun in its chalice,
And there's never a leaf or a blade too mean
To be some happy creature's palace.

JUNE 12

The problem of character is the problem ultimately of self-control.

—J. R. LOWELL.

JUNE 13

Character gives splendor to youth and awe to
wrinkled skin and gray hairs.

—R. W. EMERSON.

JUNE 14.—FLAG DAY

Fling it from mast and steeple,
Symbol o'er land and sea,

Of the life of a happy people,
Gallant and strong and free.

JUNE 15

Now the heart is so full that a drop overfills it,
We are happy now because God wills it.

—J. R. LOWELL.

JUNE 16

Joy comes, grief goes, we know not how,
Everything is happy now,
Everything is upward striving.

—J. R. LOWELL.

JUNE 19

Who does the best his circumstance allows
Does well, acts nobly; angels could do no more.

—YOUNG.

JUNE 20

No soul at last is truly great
That was not greatly true at first.

—BURLEIGH.

JUNE 21

Each wave that breaks and disappears
Makes some new change upon the shore;
For every hopeful word the world
Has something that was not before.

JUNE 22

Live truly, and thy life shall be
A great and noble creed.

JUNE 23

Life is not so short but that there is always
time for courtesy.

—EMERSON.

JUNE 26

Be gentle: the sea is held in check not by a
wall of rock, but by a beach of sand.

JUNE 27

Ah, heart of mine, dost sit and sigh
And of weary days complain?
But sweet and clear from the maples near
The robins sang in the rain.

—SARAH L. ARNOLD.

JUNE 28

'Tis always morning somewhere;
And above the awakening continents,
From shore to shore,
Somewhere the birds are singing evermore.

—LONGFELLOW.

JUNE 29

Good manners are made up of petty sacrifices.

JUNE 30

Self is the only prison that can ever bind the
soul.

—HENRY VAN DYKE.

Red Letter Days in June

June 1, 1801—Brigham Young, Mormon leader, first governor of Utah (appointed by President Fillmore), and founder of Salt Lake City, born at Whitingham, Vt.

June 2, 1773—John Randolph, orator and statesman, born in Virginia. Died at Philadelphia, June 24, 1833. In Congress 1790-1813, 1815-17, 1819-25, re-elected in 1832. U. S. Senator 1825-27. U. S. Minister to Russia 1830.

June 2, 1816—John Godfrey Saxe, humorous poet, born in Vermont.

June 2, 1835—Pope Pius X (Giuseppe Sarto) born in Riese, near Treviso, Italy.

June 3, 1804—Richard Cobden, English economist and statesman, born in Sussex.

June 3, 1808—Jefferson Davis, soldier, statesman and President of the Confederacy, born in Kentucky. Died at New Orleans, Dec. 6, 1889. Graduate of West Point. Member of Congress from Mississippi 1845-46. Served in Mexican War 1846-47. U. S. Senator from Mississippi 1857-61, resigned seat and became President of the Confederacy. Wrote "Rise and Fall of the Confederate Government."

June 3, 1865—King George V of Great Britain and Ireland, born in London.

June 4, 1738—King George III of Great Britain and Ireland, born in London. Sixty years a king. American Revolution. Napoleonic wars. Died at Windsor, January 29, 1820.

June 5, 1599—The Spanish painter, Don Diego Velasquez, born in Seville.

June 5, 1725—The English economist, Adam Smith, born at Kirkcaldy.

June 6, 1606—Pierre Corneille, the French dramatist, born in Rouen.

June 6, 1755—Nathan Hale, patriot, born in Coventry, Conn. Was hanged as a spy by the Britishers, Sept. 22, 1776. *"I only regret that I have but one life to lose for my country."*

June 6, 1756—John Trumbull, historical painter, born at Watertown, Conn. Served in the Revolutionary War as colonel and deputy adjutant-general. Pictures in rotunda of Federal capitol: "Declaration of Independence," "Surrender of Burgoyne," "Surrender of Cornwallis," and "The Resignation of Washington."

June 6, 1799—Alexander Pushkin, Russian poet and novelist, born at Moscow.

June 7, 1905—The Norwegian Storthing declared the Union with Sweden dissolved.

June 8, 1743—The adventurous mystic, "Count" Cagliostro, whose real name was Giuseppe Balsamo, born in Palermo.

June 8, 1810—Robert Schumann, German composer, born at Zwickan, Saxony.

June 8, 1814—Charles Reade, English novelist and dramatist, born in Oxfordshire.

June 8, 1829—John Everett Millais, English painter, born at Southampton.

June 9, 1672—Peter the Great, of Russia, born at Moscow.

June 9, 1792—John Howard Payne, author of "Home, Sweet Home," born in New York.

June 9, 1879—Charles Dickens died at Gadshill Place.

June 9, 1891—Sir Walter Besant, English writer, died in London.

June 11, 1574—Ben Jonson, English poet and dramatist, born at Westminster.

June 11, 1741—General Joseph Warren, patriot, born at Roxbury, Mass.

June 11, 1864—Richard Strauss, German composer, born at Munich.

June 12, 1802—Harriet Martineau, English writer, born at Norwich.

June 12, 1806—John A. Roebling, American engineer, born in Prussia. The Suspension bridge at Niagara Falls and Brooklyn bridge are two of his many engineering monuments.

June 12, 1819—Charles Kingsley, English writer and social reformer, born at Holme. Died on Long Island.

June 13, 1786—General Winfield Scott, born near Petersburg, Va.

June 13, 1795—Thomas Arnold, of Rugby, England's great schoolmaster, born on the Isle of Wight.

June 14, 1812—Harriet Beecher Stowe, author of "Uncle Tom's Cabin," born at Litchfield, Conn.

June 15, 1845—Edward Grieg, Norwegian composer, born at Bergen.

June 16, 1858—King Gustavus V of Sweden, born in Castle Drottningholm.

June 17, 1818—Charles Gounod, French composer, born in Paris.

June 18, 1803—Robert Walter Weir, historical and landscape painter, born at New Rochelle, N. Y. ("Embarkation of the Pilgrims." Federal Capitol.) Died at New York, May 1, 1889.

June 18, 1815—Victory of Wellington and Bluecher over Napoleon I, at Waterloo.

June 19, 1566—James I of England (James VI of Scotland), only son of Mary, Queen of Scots, born in Edinburgh Castle. Translation of the Bible. Age of Shakespeare. Was King of England, Scotland, and Ireland, 1603-25. Be-

came King of Scotland, July 24, 1567. "Wiseest fool in Europe." Died at Theobalds, March 27, 1625.

June 19, 1625—Blaise Pascal, French philosopher, born at Clermont-Fernand.

June 20, 1615.—Salvator Rosa, Italian painter, born near Naples.

June 20, 1804—Sir Richard Owen, English anatomist, born at Lancaster.

June 21, 1819.—Jacques Offenbach, composer of numerous operettas, born at Cologne, Germany.

June 21, 1774—Daniel D. Tompkins, patriot and statesman, born at Scarsdale, Westchester Co., N. Y. Governor of New York 1807-17. Vice-President of the U. S. 1817-25. Recommended abolition of slavery in New York 1817. Established financial credit of the Republic in the period of its severest trial.

June 22, 1767—William von Humboldt, German statesman, traveler and philologist, born at Potsdam, Prussia.

June 23, 1824—Karl Reinecke, German composer, born in Altona, near Hamburg. His songs for children are particularly well known to Americans.

June 24, 1777—Sir John Ross, discoverer of

the magnetic North Pole, born in Wigtownshire.

June 24, 1813—Henry Ward Beecher, preacher, born at Litchfield, Conn.

June 24, 1908—Grover Cleveland, President of the U. S., died at Princeton, N. J.

June 26, 1824—Lord Kelvin (William Thompson), English physicist, born in Belfast.

June 28, 1703—John Wesley, founder of the Methodist Church, born at Epworth, England.

June 28, 1712—Jean Jacques Rousseau, musician, educator, philosopher, encyclopedist, economist, novelist, social reformer and revolutionist, born at Geneva. "Emile."

June 28, 1815—Robert Franz, German "Lieder" composer, born at Halle.

June 28, 1831—Joseph Joachim, violinist, born in Kopcseny, near Posen.

June 28, 1865.—Otto Julius Bierbaum, German lyric poet, born at Gruenberg, Silesia.

June 29, 1835—Celia Thaxter, poet, born at Portsmouth, N. H.

June 29, 1861—Elizabeth Browning, English poet, died at Florence, Italy.

June 29, 1895—Thomas Henry Huxley, English naturalist and philosopher, died at Eastbourne.

School Exercises Out-of-Doors

It has long been a custom to have some commencement exercises at the close of our schools. And tho our schools have now become part of the Birmingham system, and we no longer have a high school and an auditorium, our patrons still demand some sort of public exercises in which all or most of the pupils may take part.

Last year, towards the close of school, the School Improvement Association, including the teachers, saw an opportunity to meet this demand and at the same time raise some money for the improvement of the buildings and grounds. The plan was to have the three schools which were originally the schools of the town of Woodlawn unite in some public exercises in the afternoon and evening, on the grounds of the Central School, and between the numbers on the program sell refreshments and useful articles at beautifully decorated booths conveniently located.

The plan was carefully worked out and teachers, pupils and patrons entered heartily into the preparations.

The grounds of the Central School, with its splendid trees, were well lighted by electricity for the occasion, and the boys of the upper grammar grades, under the direction of the principal, erected the booths desired by the association. A band was secured from the Ala-

bama Boys' Industrial School, to help out in the entertainment and to furnish music for the folk dances and other drills.

At four o'clock in the afternoon everything was ready. A large crowd had gathered and the exercises began. These consisted of folk dances, Maypole drills, class songs and drills, interspersed with selections from the band. We planned to begin at four o'clock and close by nine, but in their enthusiasm the audience insisted on several repetitions of parts of the program, and it was ten o'clock before we were able to close.

Little effort was made to seat the people, but many of those who came first remained to the last, and great crowds came for a part of the program and left, thus giving room for others. The interest thruout was intense, and it was the unanimous opinion of all the members of the School Improvement Association that the entertainment was a great success. The money raised was much more than was expected, but much less than it might have been if we had planned for greater things. The social feature was most wholesome and helpful.

It is our purpose to have something of this kind every year.

J. D. WILLIAMS,
Principal, Woodlawn Central School,
Birmingham, Ala.

The Bird and Arbor Days

The Song of the Mocking Bird

[In the Bird and Arbor Day program issued by the California State Department of Education there is a selection from the writings of Theodore Roosevelt, which represents a fine example of descriptive art. It may well be included in the Bird Day programs of the more advanced grades. Here it is:]

"The mocking bird is a singer that has suffered much from its powers of mimicry. On ordinary occasions, and especially in the daytime, it insists on playing the harlequin. But when free in its own favorite haunts at night, it has a song, or rather songs, which are not only purely original, but are also more beautiful than any other bird music whatever. Once I listened to a mocking bird singing the live-long spring night, under the full moon in a magnolia tree; and I do not think that I shall ever forget his song. The great tree was bathed in a flood of shining silver; I could see each twig and mark every action of the singer who was pouring forth such a rapture of ringing melody as I have never listened to before or since. Sometimes he would perch motionless for many minutes, his body thrilling with the outpour of music. Then he would drop softly from twig to twig till the lowest limb was reached, when he would rise, fluttering thru the branches, his song never ceasing for an instant until he reached the summit of the tree and launched into the warm scent-laden air, floating in spirals, with outspread wings, until, as if spent, he sank gently back into the tree and down thru the branches while his song rose, into an ecstasy of ardor and passion. His voice rang like a clarinet in rich, full tones, and his execution covered the widest possible compass; theme followed theme, a torrent of music, a swelling tide of harmony, in which scarcely any two bars were alike. I stayed till midnight listening to him; he was singing when I went to sleep, he was still singing when I awoke a couple of hours later; he sang thru the livelong night."—THEODORE ROOSEVELT.

How to Protect the Orchards

It would seem most desirable that some of the available fruit-bearing trees, the fruits of which are of little or no value to man, but which to birds are even more acceptable than cultivated kinds, should be freely introduced into California for the protection of the orchardist. That some of them would thrive there hardly admits of a doubt. The Russian mulberry is one of the best, the fruit having little value unless as food for birds. All fruit-eating species are fond of it. Both the red and black mulberries are equally sought after, but are not often planted for birds alone. The paper mulberry is hardy and is a favorite bird food. Several species of cherry, including the choke cherry and especially its Western form, the black cherry, and the bird cherry are of great

value in protecting fruit crops, birds almost invariably selecting their fruit in preference to the cultivated varieties. There are also several varieties of ornamental cherries, such as the European bird cherry, which are hardy and valuable as bird foods. Both the pepper tree and the elder, now abundant in California, are eaten by many birds, and both, if planted near orchards, will serve to protect them.

Another measure recommended for the protection of orchard fruit is a supply of water accessible to the birds. Drinking places for birds in every large orchard would tend to reduce the injury done to fruit, and would serve the added purpose of attracting insectivorous birds to the locality. Birds undoubtedly select breeding places with reference to the conveniences of food and water, and a constant supply of the latter attracts to the vicinity many desirable species. The insectivorous kinds would more than pay the orchardist for his trouble in their behalf by feeding upon the insects that injure his trees; while fruit-eating species, like the linnet, being able to quench their thirst with water, would not be compelled to resort to fruit for this purpose.

The writer once observed a leaky hydrant situated between two rather extensive areas of orchards. The little pool maintained by the drip of the pipe was almost constantly surrounded by birds which all the time were coming and going, so that the number that visited it each day must have been up in the thousands.—F. E. L. BEAL, Assistant, Biological Survey, California.

Piping Plovers

By ISAAC BASSETT CHOATE

Close along the breaker's edge,
Running to and fro,
'Twixt the water and the sedge
Where the ebb and flow
Washes over pebbles white
Piping plovers go,
Piping soft and low
To the waves a fond good-night.
Now the twilight hours are still,
Silences are deep,
In the woods and on the hill
Echoes are asleep;
In the stillness now we hear
Piping plovers keep
Piping, "Peep, peep, peep";
And their notes are ringing clear.
With the ripples on the shore
Run those little feet,
And that piping o'er and o'er
Plovers oft repeat;
Plash of wave and plover's cry
Chime in rhythmic beat,
Making music sweet
And suited to a lullaby.

Great Traffic Routes

By JACQUES W. REDWAY, F.R.G.S.

The Rise and Growth of Steam Navigation

According to popular belief, Robert Fulton's steamboat, the "Clermont," was the pioneer vessel in the history of steam navigation. As a matter of fact steamboat navigation was almost gray-bearded when the "Clermont" made her historic trip from New York to Albany. Moreover, the model of the "Clermont" with which pictures have made us so familiar was not that of the vessel which made the first trip from New York to the Gateway. During the winter the "Clermont" was almost entirely rebuilt; and the model commonly pictured is a replica of the rebuilt, and not the original vessel. So much for popular tradition!

The chronology of steamboat navigation is not especially interesting, but here it is, according to Harper's "Encyclopædia of United States History":

In 1784, James Rumsey, of Virginia, built a boat which made several experimental trips on the Potomac River, in the presence of George Washington. The power was obtained by expelling a stream of water from an under-water tube at the stern of the boat.

In 1788, John Fitch, of Philadelphia, built a steamboat propelled by paddle-wheels, six on each side of the boat. The experimental trips were made on the Delaware River.

In 1787, Patrick Miller, of Dalswinton, Scotland, built a pleasure boat with side-paddle wheels, and a year later William Symington built a steam engine into the boat to drive the machinery. It is thought that Robert Fulton got his ideas for a steamboat from this model.

In 1796, John Fitch exhibited a working model of a steamboat on the Collect Pond of New York City, the locality now traversed by Canal street.

In 1802, a practical and successful steam tug, the "Charlotte Dundas," was put to work on the Clyde. The tug was built by William Symington, and appears to have been a good venture in every way.

In 1803, Fulton, backed financially by Chancellor Robert R. Livingston, United States minister to Paris, built a side-wheel boat, sixty feet over all, which was exhibited on the Seine.

In 1804, John Stevens, of Hoboken, N. J., built a river boat with twin-screw propellers and a flue boiler. It was an excellent piece of work and closely approached to-day's models.

In 1807, Fulton and Livingston built the "Clermont," which made the first long-distance trip to Albany in thirty-two hours.

There were various other experiments in steamboat construction, the records of which are uncertain. Elijah Ormsby had exhibited a

working model at Pawtucket and at Providence; William Ormsby had done the same at Savannah, and Samuel Morey had actually made the trip between New Haven and New York in a steamboat of his own construction. This venture was remarkable, to say the least, and it is a misfortune that more definite knowledge does not exist. It is probable that the inventor was considered a harmless lunatic; it is certain that he was ahead of his time.

Robert Fulton was a Pennsylvanian, as a matter of minor detail, and an Irishman as a matter of first importance; like most of his race, he did not know when he was beaten. He had the making of an artist, and at one time was a pupil of Benjamin West. Probably at the suggestion of West, he went to Paris to study and practice as a painter. Once in Paris he promptly forgot his art and began work on an idea that apparently was suggested by Napoleon Bonaparte,—namely, the invention and construction of a steam-propelled submarine torpedo. The construction of a steamboat to be used as a carrier, for commercial purposes, seems to have been a side issue.

At all events Fulton impressed Napoleon with his ideas, and Napoleon directed the Minister of Marine to give Fulton ten thousand francs for use in his experiments in the harbor of Brest, provided the French Institute should approve. The sapient Institute forthwith pigeonholed the whole matter, and it was not heard of for the next three or four years.

During this time Fulton became acquainted with Chancellor Livingston, then Minister to France, who proposed that his efforts should be turned to the construction of a steamboat for commercial use, instead of steam-driven torpedoes. A partnership between the two men followed. Fulton possessed not a little inventive ability; Livingston had the cash. The alliance was a good one. Livingston himself had dabbled in steam engineering; and being a politician with a pull, he had obtained a grant from the New York legislature giving him the exclusive right to navigate by steam the waters of New York State, provided that he build and operate a steamboat of twenty tons' registry, which should have a speed of four miles an hour.

Up to the time of his appointment to the Court of Napoleon, Livingston had failed to make good, tho his influence enabled him to keep his franchise alive. With the financial aid of Livingston, Fulton at once set to work and constructed a boat on the Seine that, in all essential features, was nothing more than a sixty-foot canoe. Its propelling machinery consisted of paddle-wheels; of the engines practically nothing is known. The results seemed

convincing to both Livingston and himself, however, for Fulton immediately conferred with Watt & Boulton, of Birmingham, England, and ordered an engine to be constructed and delivered to the United States. The trial of the boat occurred in August, 1804. It did not convince the Institute.

Fulton seems to have had the torpedo still in mind. Shortly after the experiments on the Seine he went to London and remained there about two years, engaged in experiments, and endeavoring to interest British naval officials in his scheme. In the meantime, the engine ordered from the Birmingham firm had been completed and delivered; it lay waiting in the United States for more than a year.

Fulton was called back from England, probably by Livingston. To the matter of submarine automobile torpedoes Livingston turned a deaf ear, and for a while the partnership between the two men threatened to be terminated. The franchise granted by the State of New York had expired, and all during the winter of 1807 Fulton was laboring with the President and the authorities at Washington to obtain assistance in demonstrating his self-propelling torpedo. When all hopes in this direction had failed he set to work on the steamboat. In the meantime a steamboat, the "Phoenix," had been built by John Cox Stevens, of Hoboken, and had begun to make regular trips between New Brunswick and New York.

For the next twenty years the history of steamboating was the history of politics. Livingston's political influence was great enough to enable him to secure another extension of time; Fulton's ability was great enough to build the "Clermont" and superintend her launching on East River. When ready for service she was one hundred and thirty feet over all and eighteen feet in width. Her paddle-wheels were fifteen feet in diameter, with blades, or "buckets," four feet long; they were without guards of any sort. Her smokestack was well forward; aft she carried a square sail which practically was a lugsail, on her solitary mast. Forward and aft she was decked over, but her boilers and machinery rested on a sort of orlop deck and were uncovered.

On the 7th of August, 1807, at one o'clock in the afternoon, the "Clermont" started on her first regular trip from New York City to Albany. A great crowd had gathered at the dock. It was not wholly a good-natured crowd, either, for hoots and yells of derision were even more plentiful than cheers. The throttle was opened, the wheels began to churn water, and the boat was off. A few minutes later her engines were stopped for a moment, and the jeering mob pelted her with such missiles as were at hand. Then she got underway again, and in thirty-two hours had left a gap of one hundred and forty miles between the New York City dock and herself. The one trip had saved the franchise which gave to Livingston and Fulton the

sole right to navigate the lakes and rivers of New York State so far as steam-propelled boats were concerned.

When the "Clermont" was laid off for the winter, the ship carpenters were at once set to work; in fact, she was practically rebuilt, being lengthened, redecked, and provided with cabins and staterooms. When once more in commission she was rechristened "North River."

A craze for steamboats soon became manifest, and those who had been loud in declaring steam navigation an impossibility were among the foremost to invest funds in the venture. There was a cloud, however, whose shadow was dark and damp; the New York legislature extended the monopoly of Fulton and Livingston for a period of twenty years. Investors, therefore, were compelled to go elsewhere, and go elsewhere they did, or else pay a royalty to Fulton and Livingston. Steamboats were built for Delaware Bay, for Chesapeake Bay, for Lake Champlain and for the Mississippi River.

When the monopoly went into effect, Stevens transferred his boat, the "Phoenix," to Delaware Bay, and immediately organized a New York and Philadelphia transportation company. The "Phoenix" carried her passengers up the Delaware to Bordentown, taking breakfast and the midday meal on the boat. At one o'clock the passengers took fast stage-coaches to Brunswick, where they passed the night. The next morning the steamboat "Raritan" carried them to New York, docking at Paulus Hook. A stage line between the two cities had been in existence for a long time, sending three coaches a day each way between the two cities. The mail coach made the trip in about seventeen hours, reaching New York at six in the morning. Accommodation stages made their slower trips, each in about twenty-six hours, if on time. The fare was \$8.50 in the former and \$5.50 in the latter. The steamboat and stage-coach trip required twenty-six hours, including the all-night stop at New Brunswick; the fare for the trip was \$5. The comfort of steamboat trip did not fail to impress travelers, and the stage line began to suffer keenly by the competition. So in retaliation a fast coach was run from city to city, making the trip in twelve hours, including the ferriage across the river. For such a trip the passenger paid \$8.

Incidentally, about seventy trains ply between the two cities daily at the present time, making the trip in two hours or less, for a round-trip fare of \$4.

The royalties paid to Fulton and Livingston very soon began to rouse the ire of New Jersey people, and the fact that they could not help themselves did not make matters better. The Jersey legislature was of the opinion that, if a New Jersey boat could not dock at New York City without paying a royalty to the Fulton-Livingston monopoly — the scathing term "trust" had not then been coined — then a New York boat ought not to be permitted to land at



A GIANT PLOW OF AMERICAN CONSTRUCTION

There are eight large blades cutting deep into any kind of soil. A gasoline engine is the motive power.

The depth and turn of the plowing of each blade can be regulated by the touch of a lever.

[THE SCHOOL JOURNAL will publish, during the school year 1911-12, a series of photographs of great labor saving machines and other inventions of signal importance for the industrial and general economic progress of American civilization.]



Electrical Conveyor, Loading 240-pound Sacks of Wheat

The bags (or other freight) slide from the wareroom into the hold or vice versa.

New Jersey. This opinion roused the wrath of the monopolists, and they indignantly pointed to an act of the legislature which gave the Fulton-Livingston Company the right to seize any craft, her engines, and cargo which might enter New York waters without license. The Jersey officials were also politely informed that if any steamboat carrying on business under a license of the Fulton-Livingston Company should be seized all boats running to Jersey shores, ferryboats included, would be withdrawn. This dire threat was aimed especially at New Brunswick, but it was merely a bluff, for the monopoly was having all the troubles it could manage.

In New York City, a rival company was formed; the company built a fine boat, the "Hope," and the latter, as soon as completed, began her trips to Albany without the formality of a license. The Fulton-Livingston Company at once applied for an injunction. For about a year the battle was fought out in the courts and finally the highest court of the State made the injunction permanent.

In spite of all this, the building of steamboats and the organization of new lines went on. The attempts on Chesapeake Bay were renewed. A line was opened to New Haven. Another on the Great Lakes connected Buffalo and Detroit. Another connected Beaufort and Wilmington in the Carolinas. Another was opened between Wilmington and Fayetteville. A solitary boat made trips between Natchez and New Orleans. Then Nicholas J. Roosevelt made a survey of the Ohio and lower Mississippi; and having demolished the opinion of Fulton and Livingston that the navigation of the Ohio was impassable, promptly built a steamboat and put it in commission between Pittsburg and New Orleans. The venture was so successful that other boats were built. Then the Mississippi Steamboat Company that for a time operated one small boat branched out and soon owned a dozen. Roosevelt's boat made but a few trips and then was unfortunately snagged and sunk near Baton Rouge.

But the Fulton-Livingston Company could

not brook a rival, even at the distance of New Orleans. In some way or other a franchise was obtained giving the company the right to navigate the Mississippi in Louisiana, and Edward Livingston was made manager of the company for that State. He modestly assumed that, because the headwaters of the Alleghany River were wholly in New York and the mouth of the Mississippi was wholly in the territory of Louisiana, the Fulton-Livingston Company had the rights of the entire river-system. He thereupon began seizing steamboats that entered the territory. An Ohio commercial company having suffered a considerable loss, the legislature of the State sought relief from the Congress of the United States. A suit was brought in a United States District Court, and the court decided that a territory of the United States had no right to give such a franchise to any company. This was the first body-blow to the monopoly.

Back in New York Bay the company was again assailed. This time Governor Ogden, of New Jersey, was the target at which the monopoly aimed. Ogden built a steamboat, the "Seahorse," which was the wonder of her time, her speed being about twice that of the Fulton-Livingston boats. The "Seahorse" made a number of trips between Elizabeth and New York; then the injunction machinery was set moving and the "Seahorse" was restrained. This suit, however, was the beginning rather than the ending.

In the meantime, between the Fulton-Livingston monopoly and the War of 1812 the commerce of New York had suffered keenly. There were many who were unwilling to pay out of meager profits the royalties the company demanded; there were many whose profits were so small they could not afford it. Then Moses Rogers came to the rescue. The law provided a penalty for the use of *steam* power, but it was silent as to *horse* power. So Rogers designed a craft which evaded the law without violating it. The boat which he constructed was very much like a catamaran. There were two narrow hulls side by side, with several feet of space between. They were bounded by a substantial deck. On the deck was built a drum and windlass, the motion of which was communicated to a driving-wheel between the two hulls. Eight horses harnessed to the windlass furnished the power. "Teamboats," as they were called, came quickly into use as a ferry between New York and Brooklyn, and New York and New Jersey towns.

Right here Governor Ogden showed his clear business judgment. The laws forbade his docking the "Seahorse" at New York, but the Jersey harbors and the bay were open and free to the New York line, so the "Seahorse" met a teamboat within the Jersey line, to which passengers and cargo were transferred, and no law existed which forbade the teamboat to land them in New York. The Fulton-Livingston

Company, with all its powers, could not prevent this agreement; moreover, the monopoly had become so unpopular that the company had no little difficulty in getting its lawful rights.

The man against whom the Fulton-Livingston Company came to its mortal combat was Cornelius Vanderbilt. His portrait in the Transportation Club in New York City shows him in a ministerial attire, as to pointed collar and white cravat. Judged from this, one would be justified in taking him to have been a saintly character. As a matter of fact he was a cross between a bulldog and a grizzly bear, in relation to his enemies. As to his relation to the public at large he possessed the rapacity of a hawk and the capacity of a cormorant. In his private and family life he was true, kind-hearted to a fault, and strict in conduct.

At the age of sixteen he left his father's farm on Staten Island, purchased a sailboat, and started in business for himself. At the

age of twenty-three he was the captain of a steamboat, with interests in pretty nearly everything around. In 1827, when he was thirty-three years old, he leased the ferry line started by Governor Ogden; and this brought him at once in contact with the Fulton-Livingston Company. From the very first it was a fight to the death of one or the other. From State courts the case went to Federal courts and then to the Supreme Court of the United States. At the last moment Daniel Webster was retained to make the final plea. And when Webster had finished in a five-hour speech, there came a decision which "released every creek and river, every lake and harbor in the country from the interference of monopolies." The case on the Supreme Court docket was entitled *Gibbons vs. Ogden*, but it was really the most grinding monopoly that ever existed in the country against the most tenacious bulldog of his time.



Panorama of the City and Bay of Rio de Janeiro, Brazil

THE SCHOOL JOURNAL will publish a series of these panoramic views of great centers, during the school year 1911-12.

Ethics Thru Literature

By HARRIET E. PEET, State Normal School, Salem, Mass.

The Evolution of Loyalty

There is a gradual evolution in a child's character, from an instinctive loyalty to parents and a primitive sense of right and wrong, to a conscious loyalty to more inclusive relations and a conception of truth as such. The child who goes thru this evolution living each experience fully, who knows what it is to love his parents dearly, and fight for his school and town with vigor, builds within himself all the essentials of character, but the child who drifts thru his formative period, barely using his opportunities, will drift thru life and never know the meaning of strength of character nor the richness of experience. It is active loyalty to even very humble things which counts. It is drifting or working against opportunities, that brings weakness and failure.

We can best help a child in his evolution, not by taking his mind from the simple relations and responsibilities of home and school, but by giving to those things which are most real to him dignity and beauty. We are not to turn from such an humble thing even as the loyalty in dumb animals, for if we can deepen a child's appreciation even of this we have given him something of a start toward manhood.

The following studies include stories representative of the first two stages of a child's evolution in his conception of loyalty, an idea of instinctive loyalty and that of loyalty in persons.

Loyalty in Animals

There are many tales of loyalty in animals. Two among the stories of dogs are those of Gelert and Prince Llewellyn, and the Dog in Helvellyn. The first has been told by the poet Southey and can be found in his poems; the second by both William Wordsworth and Sir Walter Scott.

The first is the story of a Welch prince who left his dog, Gelert, to watch his baby's cradle while he was off on a hunt. When the prince returned he found the cradle overturned, and the dog with his mouth covered with blood. Thinking the dog had killed the baby, he stabbed him; but, to his own contrition, on turning the cradle over he found the child safe, and beside him a great wolf which the dog had killed to save his life. A rude, uncarved stone now marks the grave of the dog, and the little Welch village near is named for the dog, Beddegelert, meaning the grave of Gelert.

The second is the story of a mountain-climber who, late in the fall, met his death in the mountains. His dog watched by his body during the long winter, living upon the little game he could find. In the spring, when men again began to climb the mountain, they found

the little dog, worn almost to a shadow, but still faithful at his post.

One of the most striking and fanciful tales of the loyalty of a dog is that in a drama played this last year, Maeterlinck's "Blue-Bird." Two children are in search of the blue-bird, the symbol of happiness, and go on a long search for it into the dark forest, the palace of the night, the land of memory, and to the land of unborn children, but nowhere do they find it, until they return to their home, where they learn it may be found. The children are accompanied on this journey by the faithful Dog, who, of all the animals whom they meet, is the only true friend to man. The Cat tells the children when they encounter him that he loves them as much as they deserve, but the Dog's love knows no bounds. The more he is scoffed at and beaten, the more profusely he gives his love.

At one time, under the Cat's influence, the little boy tries to get rid of the Dog. The boy says, "Go away, you ugly thing!" But the Dog leaps upon him and kisses him and begs permission to follow at a distance. This is refused, until the little girl says she is afraid when he is not near. Then the Dog, effusively grateful, leaps upon her and says, "Oh, dear little girl, how beautiful you are! How sweet you are!" The Dog is thus suffered to go with the children. In the Palace of Night all desert the children but the faithful Dog. Here, when the trees and all the creatures turn against the children of men whom they hate, the Dog with them fights a hard battle and saves them.

His creed thruout is, There is man, that is all. We must obey him. That is the only fact in life or death. The Cat says, "Give your reasons," and the Dog replies: "There are no reasons. I love man; that is enough."

QUESTIONS FOR DISCUSSION

Why is a dog considered a good pet?

During what kinds of treatment does a dog's friendship last?

In what way is a human friendship better than the love of a dog?

In what ways does a dog's love sometimes put other friendship to shame?

Loyalty in Persons

One of the most familiar stories of loyalty is that of Evangeline, who persists in the search for her lover and is loyal to him until death. Even more famous than this story are the narratives of Ruth and Naomi, and David and Jonathan, in the Bible, Achilles and Patroclus in the Iliad, and Penelope in the Odyssey. Of all these tales and many others on the same theme, perhaps the one best adapted to children, owing to its picturesqueness, is that of Penelope.

QUESTIONS FOR DISCUSSION BEFORE THE STORY.

What is meant by a fair weather friend?

What is meant by a true friend?

At what times does a true friend show his friendship?

How long does a true friendship last?

In what ways can we show loyalty to a friend?

THE STORY OF PENELOPE

Penelope, the wife of Ulysses, was renowned not only for her beauty, but for the loveliness of her character. Before Ulysses won her she had been sought in marriage by many heroes, and at the time of her marriage she was so dearly beloved by her father that he begged her to give Ulysses up and remain with him. Ulysses had said that she might choose between them, whereupon, as a modest way of saying she would follow him, she dropped her veil over her face and went to him. After a year of happiness, during which Telemachus was born, Ulysses was called to fight with the Greeks at Troy. He was loath to leave his wife and child, so pretended madness; but in this he was discovered. He, with the other heroes, set sail for Troy.

For ten years Ulysses fought against Troy, and then he would fain have returned to his wife, Penelope, but the gods interfered. He met with shipwreck after shipwreck and dire disasters, so that it was ten years more before he finally landed on his beloved Ithaca.

As the years went by many believed Ulysses to be dead, but the faithful Penelope yet believed that he would return. She was still so beautiful and so queenly that many suitors sought her in marriage, filling the palace of Ulysses with their presence, and feasting and drinking from his substance. Penelope, fearing so great a host, dared not turn them away, but put off her answer to them from day to day.

Her excuse was that she must finish weaving a robe for her father's funeral canopy. By day she wove, but in order that she might never have to give her answer, at night she unraveled that which she had done.

After twenty years had passed, Ulysses returned, disguised as a beggar, and finding his palace filled with the revelling suitors, prepared to do battle with them. Only to his son did he reveal himself, but in the evening of his return he felt so great a longing to see his wife, Penelope, that he went to her in his disguise. He told her that he had once been with Ulysses and then he related some of his adventures. As he told his stories the kindly tears ran down Penelope's fair cheeks, for now she had come to believe her lord dead, and she heavily mourned the loss of him whom she missed, whom she could not find altho he stood before her. Ulysses was moved to see her weep, but he kept his own eyes dry as horn in their lids and by main force put a bridle on his own feeling.

On the morrow the battle was fought. Tele-

machus had announced to the suitors that the time for his mother to choose among them had come, and that she would be given in marriage to the one who could pull the bow which Ulysses had left behind him when he went to Troy. The suitors with great confidence tried, and each with confusion and shame found that he could not bend it. At last Ulysses, in his disguise as a beggar, asked permission to try. The suitors scoffed, but Telemachus interfered, so that he had his turn. He fitted the arrow to his bow and with Telemachus at his side began an onslaught which lasted until all of the suitors were killed.

In the meantime Penelope's maids had carried the news to her of Ulysses's return, but she thought they mocked her or were deceived. At last Ulysses himself appeared before her, but she would not believe that it was he. She stood motionless before him, with no power to speak, for surprise, joy, fear and many passions strove within her. Sometimes she thought it was her husband that she saw, and sometimes the alterations of twenty years, altho they were not great, puzzled her so that she did not know what to believe. When Telemachus saw his mother stand so aloof, he reproved her, saying that she showed too great curiosity of modesty to abstain from embracing his father, whom all but she believed to be the real and true Ulysses.

Then she mistrusted no longer, and ran and fell upon his neck, saying, "Let not my husband be angry that I have held off so long with strange delays."

Ulysses wept for joy to possess a wife so discreet, so answering to his own staid mind, and he thought the possession of such a one cheaply purchased by his long labors and the severe sufferings of the twenty years which were now as nothing since he was once more in the presence of his virtuous and true wife, Penelope.

QUESTIONS FOR DISCUSSION AFTER THE STORY

For what is Penelope most famous?

In what ways may a person show the same faithful loyalty to a friend that Penelope showed to Ulysses?

What will be his belief?

How long will he remain loyal?

How will he always feel toward his friend?

The Evolution of Loyalty

From loyalty to persons, the evolution grows to include loyalty to school, town, country, and finally truth or rightness as such. In this process the phase which we call patriotism or love of country is not the highest form of loyalty nor the one nearest to the children, but it is nevertheless important to them, as a means of transition from the obvious forms of loyalty to the less tangible but equally important ones. The Kentucky mountaineer remains in his one-room cabin and resorts to primitive means of justice, not because he is vicious or stupid but because he has been cut off from civilization

by the mountains and has no other ideal of life. He needs to know what has happened in the world about him and to feel himself as part of a country which has more humane and temperate forms of justice. It is this outlook that patriotism gives children. It furnishes them knowledge of wider relationships and nobler conduct than their immediate environment can give, and makes them feel themselves to be a part of something big, and great, and worth living for.

A phase of loyalty closely allied to that of patriotism is one that touches us all a little more closely because it opens avenues of activity for each of us, wherever we are. It is that of social service. Perhaps one reason why our patriotism ends so often in tiresome repetition of what is commonplace and in empty sentiment is, because we emphasize the heroism of war which is apart from our lives and forget that even greater heroism, the heroism of peace. What we seem to need is that which Professor James has called the moral equivalents of war;—the idea of heroic self-sacrifice for the people who are right around us. It is this ideal that would counteract the hard, selfish one which is at present the curse of the country, *Get on at any cost*.

Loyalty which is expressed either in patriotism or social service has at its heart the fundamental idea, the finding of self thru working for others. The last phase of loyalty, loyalty to truth and rightness as such, is seemingly different. It appears to be only faithfulness to principles and laws, but it is not so. Every person who stands by truth is serving all humanity. This form of loyalty is, however, the most difficult one, for it appeals least to personal attachments and is often in direct conflict with what affection demands.

The idea we would emphasize in patriotism and social service is that of the good of all being dependent upon the contribution of each. In loyalty to truth we would emphasize the idea of actively working for that which seems right in contrast to the milk-warm acceptance of truth as such. The child who is to grow into a strong and noble man or woman must learn to take an active part in every struggle which seems to him to be right, for in no other way does he win fulness of life and strength of character.

There are many stories which illustrate these three forms of loyalty. The ones chosen to be given here in a brief form are Joan of Arc for patriotism, Tolstoi for social service, and Socrates for devotion to truth.

Joan of Arc

In the story of Joan of Arc the topics to be touched upon are the conditions of France at the time Joan of Arc saved it from the English, the visions that came to her, the interview with the weak king, her victorious leadership of the French army, her capture by the English, the trial for witchcraft and her martyrdom.

It will be remembered that it was at the close of

the Hundred Years' War that she saved Orleans. France had grown so discouraged that there was no thought of resisting the English who had already gained the northern part of the country. It was at this time that visions came to Joan of Arc, an humble peasant girl. She seemed to see angels bearing armor and to hear a voice say, "The French need your help. Go, lead the army and France will be victorious."

It had been an old saying in France that some day the country would be saved by a maiden, so when Joan of Arc went before the king, saying that angels had bidden her raise the siege of Orleans and conduct him to Rheims to be crowned, the king and the courtiers became interested. They gave her light armor, all white and shining, and set her upon a great white charger with a sword in her hand and a banner of pure white on which was a picture of two angels bearing lilies and God holding up the world. The French greeted her with wild enthusiasm. They fell down before her and almost worshipped her and then followed her to victory at Orleans.

Joan then urged the king to go Rheims to be crowned. It was a dangerous trip, and much hard fighting had to be done on the way, but the French were victorious and the king was crowned in the cathedral as Joan of Arc stood near him, her white banner in her hand.

After this, Joan begged to go home, but the king would not give her up. She continued to lead the army, but at length she fell into the hands of the English who, after keeping her in prison for a year, burned her at a stake as a witch. The king to whom she had given a kingdom made no effort to save her. She was bound to a stake and fagots were heaped about her. "Let me die with the cross in my hands," she pleaded; but no one gave her one until at length an English soldier tied two sticks together in the form of a cross and gave it to her. She kissed it and laid it upon her heart. Then a brave and kindly monk ventured to bring her the altar cross from a church nearby. She died with this in her hand crying the name of Jesus.

QUESTIONS FOR DISCUSSION

Why is Joan of Arc so beloved by the French people? What was her one desire? Why was it possible for her, a poor peasant girl, to save her country? Do you think she could have done it if there had not been a prophecy that a woman would one day save France? In what ways was she a true patriot?

Tolstoi

In Russia there was born about eighty years ago a boy who was to attract the attention of the world and make people more considerate of the men and women who are overworked and poverty-stricken. This was Count Leo Nicholoff Tolstoi, the great Russian novelist.

As Tolstoi grew to manhood he saw about him three classes of people. The rich, who lived in palaces and had so much wealth and pleasure that they could not enjoy either; the scholars and the business men, overworked with brain work; and the peasants, who lived in miserable hovels and who had so much hard physical work to do that they were as dull and stupid as the beasts they often kept in their hovels for the sake of warmth.

When Tolstoi saw that some men had too much pleasure, some too much brain work, and others too much physical work, he felt that it was all wrong. It seemed to him that the men in all classes would be happier and healthier if the work and pleasure were more equally divided and if each man did some of the hard work; some of the head work, and then had time for some of the pleasure. When he had reasoned this out he made a resolution that he at least would live this way, that he would bear his share of the heavy work in the fields, ploughing and reaping, and his share of the head work by spending part of the day in writing, and then that after he had done his tasks he would take his evenings for social enjoyment with his family and friends.

This might seem a simple, easy thing to do, but in Russia if men differ from others in their opinions they run the risk of being thrown into loathsome prisons and taken thousands of miles, partly on foot and partly by rail, to Siberia, where they live or die in exile. Tolstoi knew of this danger. He knew of another trouble that he must face. He knew that none of his friends nor his family would understand the strange thing which he was trying to do. He knew that the countess, his wife, would look upon what he was doing with disfavor and that his children would think him strange. But on his own estates there were the peasants like dull brutes. The sight of these and many thousands whom he saw in cities nerved him to lay aside his rich clothing, and put on a coarse peasant's shirt that he might do his share of the rough work, and in so doing show the world that there was a better division of work and leisure.

At first he was thought very strange and his opinions feared. The church excommunicated him because he seemed to the priests to be irreligious. The Czar forbade the circulation of many of his books, and would have sent him into exile, so it is said, if he had not feared the opinion of the civilized world. But toward the end of Tolstoi's long life people began to realize how great had been his desire to help humanity, and he was revered and loved as a great hero, and as a friend of mankind.

QUESTIONS FOR DISCUSSION

In what way did Tolstoi try to help all over-worked people? What did he believe? To what was he loyal? What was the heroism in that which he did?

Socrates

About two thousand years ago, there lived in Athens a man, homely in appearance and odd in his manners, who was to be one of the great characters in history. This was the philosopher Socrates. He spent his time going about the streets and gathering young men about him to discuss questions on Athenian politics and life. He talked to these young men on doing good to their country, of courage and temperance. He talked to the teachers about their schools and the best ways of teaching children.

Altho Socrates was wise, he was always very humble. He never let anyone think that he knew more than they. He spoke very simply to them and made them feel as if he were no better than they. He liked espe-

cially to talk to the working people, the skin-dressers and the leather dealers. These were true, humble men disrespectful to them, because he taught them the right like himself. The rich people were sometimes too proud to listen to him. They only ridiculed him. He did not mind this, however; he never thought of himself. He was willing to stand a great deal of ridicule if he could make even one person better. There were people who pretended to know more than he. They also tried to appear better than they really were. But Socrates always found them out, and they felt ashamed.

Socrates was poor. He did not even take time to earn his living. Instead, he lived with his friends in those different places where he went, teaching. He charged no fee for a lecture, but stood about on street corners and public squares talking to all who came.

Altho Socrates made many friends, he also made enemies. People who were not upright and true hated him because he knew it. Fathers who did not live the best kind of life said that Socrates made their sons disrespectful to them, because he taught them the right and wrong and to love only the right.

His enemies brought him before the general court of Athens to be tried. His accusers said that he would not accept the religion of the country. They also said that he was corrupting the Athenian boys. For these reasons he ought to be put to death. Socrates did not try to defend himself. He was willing to die. He knew that if he died for the truth, people would begin to think that the truth must be worth while. They would begin to study it and believe it and practice it themselves. So he was willing to die and did not answer the judge when asked to say something in his defense.

Socrates was condemned to die. He was to drink a cup of poison-hemlock. His friends were very sad. He spent his last day in comforting them and telling them of some future meeting in the world hereafter.

After his death, the Athenians began to think about him and his sayings. They began to think that he was a great man after all. Men wrote about him. Some of those writings are now read, two thousand years since then. They are read by people who love the truth and try to live for it.

QUESTIONS FOR DISCUSSION

How did Socrates spend his life? Why is he considered one of the greatest men who ever lived? To what was he loyal? What heroism did he show?

Sixteen pages have been added to the present number to make room for the extra advertising pages. Those advertisements will prove profitable reading during the vacation days. They represent a comprehensive educational exhibit well worth the careful study of those who want to keep abreast of the times in all matters concerning progress. A word to the advertiser that you have read his announcement in THE SCHOOL JOURNAL will be of mutual advantage; it will give pleasure to the advertiser, and strengthen the bonds that bind us all together in one grand union for the advancement of education. Will you bear this in mind?

The Minneapolis Course in U. S. History

One of the Outlines Used

[Several of these "Outlines" appeared in THE SCHOOL JOURNAL during the past school year. They were prepared by Assistant Supt. James H. Harris.]

B Eighth

A NEW ERA

INTRODUCTORY.—With the close of the War of 1812 and the results that it effected, a new era set in. Previous to that time our foreign relations,—with England, with France, etc.,—and our ability to survive as an independent nation, were in the foreground. After 1815, questions of domestic welfare and of our own material growth were of chief concern.

The period from 1815 to 1850 is broadly marked by two great movements:—one, of *Material Growth and Expansion*, the other, of *Political and Economic Differences between North and South*.

For convenience, we shall first consider this period from the point of view of Administrations, following this method with some broader topics extending thruout the entire period, but the two movements indicated in the preceding paragraph should be constantly held in mind and their influence traced.

ADMINISTRATION OF MONROE (1817-1825)

1. The Era of Good Feeling. Monroe's Presidential Tour, and its effect. Why his term was designated as "The Era of Good Feeling."

II. The Seminole War, and the purchase of Florida. Describe the Seminole War. The part played by Andrew Jackson. Difficulty with Spain. Purchase of Florida for \$5,000,000 (1819). Bring out the *causal relation* between the Seminole War and the acquisition of Florida.

III. Boundary fixed in the North between the British Possessions and the United States, from the Lake of the Woods to the Rocky Mountains. The Oregon territory occupied jointly by both nations for a period of ten years. (1818.)

IV. MIGRATION WESTWARD. New territory developed west of Alleghanies and to the Mississippi. Great tide of emigration from east to west. *Methods of Transportation. Building of National Road. River Steamboats. Pioneer Life.*

Results of this great tide of emigration:—
1. Admission of new States from 1816 to 1821: Indiana (1816); Mississippi (1817); Illinois (1818); Alabama (1819); Missouri (1821).

[Maine was also admitted to the Union at this time, but Maine was simply carved out of Massachusetts, and her admission as a state is not, of course, to be regarded as a result of westward emigration.]

2. The extension of slavery and the agitation of the slavery question. This resulted in:—

V. The Missouri Struggle and the Missouri Compromise.

1. Missouri petitions for admission as a State in 1818.

2. An "enabling act" proposed, authorizing people of Missouri to hold a convention and form a State Constitution.

3. Representative Talmadge, of New York, in February, 1819, proposes an amendment to the "enabling act," providing that Missouri should be admitted as a State only on condition that slavery should be abolished. No new slaves should be brought in, and slave children born after the admission of the State should be free at the age of twenty-one. This amendment passed the House, but was rejected by the Senate.

4. During the summer of 1819 there was much discussion of the question of slavery in Missouri and considerable feeling aroused.

5. In December, 1819, Maine applied for admission as a State.

6. Attempt made to admit both States,—one as free, the other as slave.

7. Compromise finally effected, known as the *Missouri Compromise* (1820). This provided (1) That Maine should be admitted as a free State; (2) That Missouri should be admitted as a slave State; (3) That in the remaining Louisiana Territory slavery should be forever prohibited north of parallel 36° 30',—the southern boundary of Missouri.

VI. THE MONROE DOCTRINE (1823). For a detailed study of this doctrine see the special topics studied during this period. It is sufficient here to note that attention should be given to the causes or circumstances leading to the promulgation of the Monroe Doctrine, the essential features of the doctrine, and the results of it, both immediate and remote.

VII. THE TARIFF OF 1824. This act marks an advance upon the Tariff of 1816, and illustrates the growth of the Protective sentiment. Clay was the great champion of the Protective policy. Attitude of the South toward the new tariff. The new measure increased the duties on iron, wool, hemp, and, to some extent, on woolen and cotton goods. The general average of duties was increased from twenty-five per cent in 1816 to thirty-seven per cent in 1824. *Question:*—Why was the South so bitterly opposed to this tariff?

VIII. The Visit of Lafayette in 1824.

IX. The Campaign of 1824, resulting in the election of Adams. Candidates, platform, result.

Industrial Geography

By SUPT. G. B. COFFMAN, Pana, Ill.

The Fruit Industry of the United States

The United States raises more kinds of fruit than any other nation on the globe. She also leads the world in the value of the fruit produce. She has the best methods of fruit preservation and marketing. We produce about fourteen billion pounds of fruit each year, and the value of this fruit is more than one hundred and fifty millions of dollars. This amount is more than all the gold and silver mined in the United States in one year. To handle the crop requires many thousands of people. In some localities people do nothing but cultivate fruit. Santa Clara County, California, sometimes raises three million dollars' worth of fruit in one year.

The North Atlantic, the North Central States and the Western States produce the greatest amount of fruit. California, New York, Pennsylvania, Ohio, Michigan, Illinois and Indiana are the States which produce the most. California leads, raising twice as much as any other State. In one year the amount realized from the fruit of California exceeded thirty millions of dollars. New York ranks next in value. Much fruit is also produced in Missouri, Virginia and New Jersey.

THE APPLE

The early home of the apple was in the southeastern part of Europe. It has been carried from there to all parts of the globe where the climate permits it to grow. More apples are raised in the United States than in any other country. Canada is next and Europe third. The United States produces more than forty million barrels a year.

The apple grows especially well in the New England States, Virginia, North Carolina, Missouri, Arkansas, Washington and Oregon. New York, Pennsylvania, Indiana, Ohio, Michigan and Kentucky produce many apples.

Most of our apples are consumed at home. It is a great fruit for the poor. When there is a good crop of apples the poor man generally prepares much food from it for the winter. Many apples are sent from our country to England. They are placed in cold-storage steamers, and thus do not decay. We also send many to South America and the West Indies. Some are also shipped to the Philippines, Hawaii and to China and Japan.

Of all the orchards in the United States more than half are apple. It is estimated that we have more than two hundred million trees and the number is on the increase each year. The agricultural schools are bringing about a more scientific way of caring for the trees. Even provisions are often made against cold weather. Much fruit and many thousands of dollars are

saved by carefully guarding the fruit trees in times of danger.

Not only is the apple placed in cold storage for future use, but many are dried, and even the cores and skins are used for jelly or cider and vinegar. The rotten apples are used by distilleries in making brandy. It is true that much waste is caused by removing the core, and it may be that in the near future we will have a coreless apple.

PEACHES

The peach comes from China. However, it was brought from Europe to the United States. Peaches are grown all over the United States except in the Northwest beyond the Great Lakes, and in Maine and Vermont. A generation ago it was thought that peaches would grow only in what was known as the peach region; that is, New Jersey, Maryland, and the eastern shore of Lake Michigan. Now it is known that they will grow almost anywhere.

The greater part of our peach crop comes from the Eastern States. In the region near the Great Lakes many peaches are raised. They are also raised in great quantities along the seacoast from Connecticut to the southern boundary of the Chesapeake Bay. Another region is found on the higher land of Alabama and Georgia. California is a great peach country. In May and June we get our peaches from the Southern States, and in the fall we get them from the Northern regions, so that now we have peaches from May till November.

It is hard to get the peaches to market. They decay very rapidly. If the distance is long they are put in refrigerator cars and shipped in cold storage. In this way much of the fruit is shipped all over the United States.

There are about three hundred varieties of peaches.

ORANGES

There are two regions in the United States where oranges are raised in abundance. They are California and Florida. California produces many more oranges than Florida. There are some oranges raised in Louisiana. California produces as much as thirty thousand carloads in one year. There are four thousand carloads shipped from Redlands alone; besides, there is a large marmalade factory there that makes two hundred and fifty thousand jars of marmalade each year. Los Angeles is the center of the fruit region of California. One and a half million dollars' worth of oranges are sent from this city each year.

The orange tree begins to bear at about five years of age. It will bear for fifty years, if well cared for. The fruit is picked from November to March. The trees must be gone over

many times, as the fruit does not ripen all at once. An average orange tree will yield from five hundred to two thousand oranges each year. Trees have been known to yield as many as eight thousand in a single year. From the orange regions oranges are sent to all parts of the United States. Some of our oranges come from the West Indies.

GRAPES

California is the great grape State. The State has upward of one hundred million vines and it raises about a billion pounds of grapes every year.

The Chautauqua grape region lies south of Lake Erie. About six thousand carloads of grapes are raised there every year. Most of them are of the Concord variety. Another region is found in Delaware, Maryland and New Jersey. Here the small Delaware grape is also grown. In California the white grape is grown. It is of a large variety and grows in clusters.

It is said that there is a grapevine in California that covers half an acre of ground. Its trunk is seven feet in circumference and the vine bears ten tons of grapes each year. Leland Stanford owns a vineyard, or it belongs to his estate, that contains five thousand acres. This is the largest vineyard in the world. A vineyard will produce about three tons of grapes to the acre.

About one-sixth of the grapes of California are shipped as fresh fruit. The others are made into wine, grape juice, or raisins. Three hundred thousand gallons of wine can be made from an average acre of grapes. The grapes must be dried in order to be made into raisins. California produces one hundred million pounds of raisins each year, and the United States use eighty millions of them. Six millions of pounds are imported by us. About thirty million gallons of wine are made each year.

Our grape industry and consumption is small as compared with that of the Old Country. The grape industry of this country is not one-thirtieth that of France alone. When we think of the comparative size of California and France we can readily see what the industry may be in the near future.

THE LEMON

Lemon-raising is a new industry for California. It is found that California is as good a place to raise lemons as the Mediterranean countries, whence most of our lemons in time past have come. Several million dollars were paid in Europe for lemons each year. Since the lemon has been introduced to this country this importation has already been reduced one-third. In southern California, near the coast, will be found the garden spot for lemons. Florida has produced many of the lemons, but frost in late years has turned the mind of the farmer and he is now raising other things instead. However, many lemons are still raised in Florida.

The California lemon is larger and better than the lemon which comes from Europe. It

is, therefore, in demand. Lemons are shipped from California to all parts of the United States. It is estimated that the State ships about two thousand carloads yearly. The lemon industry in California is in its infancy and as the tree is a perpetual bearer we can expect much from it in the future.

THE OLIVE

The olive is a native of the Mediterranean region, but it has also been transplanted to the soil of California. This is about the only State in the Union where olives are raised. There is an orchard in southern California covering twelve hundred acres of land. There are about one hundred thousand trees in the orchard.

A tree will yield two hundred pounds of fruit. Eight pounds of fruit will yield a quart of olive oil. The oil is worth a dollar and a half a gallon. California manufactures a half a million gallons each year. This is enough to fill sixteen thousand barrels. Much of the fruit is used for pickling purposes. The pickle is seen on many tables all over the country.

THE PRUNE

The Pacific Northwest is where the prune grows. More prunes are raised in California than any other State. Washington, Oregon and Idaho are coming to the front in the production of prunes. The United States consumes one hundred million pounds of prunes each year. Most of these are raised in California. In years gone by we got our prunes from the Danube valley and from France. Prunes are usually prepared for the market by drying.

BERRIES

There are many varieties of berries all over the United States. It is hard to estimate the value of the berry crop. We commence to eat berries early in the season and continue to eat them until late in the fall.

The strawberry grows wild in many parts of the country, but the greater part of our production comes from the cultivated bed. Strawberry beds in the South supply us in the early spring, and the beds in the Northern States supply us in the summer. The berries grow wild in the Blue Ridge Mountains. Many raspberries and blackberries are found wild there. The blackberry and the raspberry are called the poor man's food, because they can be had for the picking, in many places.

Currants and gooseberries also grow wild in many places. They are cultivated to a great extent in many localities. The currant is used on a large scale for making jellies.

The cranberry is found in low, boggy lands along the Atlantic Coast from Maine to New Jersey. It is also found in the swamps of Michigan, Minnesota and Wisconsin. The berry will keep with but little care, and for this reason it is found in nearly every grocery store in the fall and early winter. Massachusetts, New Jersey and Wisconsin produce 90% of all the cranberries used in the United States.

Plans in Arithmetic—Business Methods

By SARA LEVY, New York

Rapid Calculation.—Mastery of the tables. Applications.

Short Business Methods.—Multiplication by 5, 50, 25. Applications to Mental Problems.

Percentage.—Case IV—A number increased by a per cent given, to find the number; taught by the use of the formula. Application to solution of mental and written problems. Case V—A number decreased by a per cent given, to find the number. Applications, Illustrative Examples.

Application of Percentage to Profit and Loss.—New terms. Use of a modified formula applied to all problems. Graded Problems—Oral and written.

Rapid Calculation

In order to secure thoroness in this work, I should confine myself, this month, to the combinations of, say, the 4 and 5 tables, using these combinations in various ways, as:

$$(1) \text{ Addition, } \begin{array}{r} 9 \quad 29 \quad 44 \quad 86 \\ +4 \quad +4 \quad +7 \quad +4; \end{array}$$

$$(2) \text{ Subtraction, } \begin{array}{r} 39 \quad 43 \quad 52 \\ -4 \quad -4 \quad -4; \end{array}$$

(3) Multiplication and division by 4's;

(4) Fractionally, $\frac{1}{4}$ of 16, 24, 36, 480, etc. Later, $\frac{3}{4}$ of 16, 24, 36, 480 equals what? (Charts can be made, thus eliminating much blackboard work.)

Use 4's in written mechanical work with time limit (five minutes):

$$\begin{array}{r} 486 \end{array}) 698429$$

×

$$\begin{array}{r} 842 \end{array}) 726847$$

×

$$\begin{array}{r} 754 \end{array}) 2,648,321$$

×

Use the 5 table in a similar manner, emphasizing the divisibility of 5 into numbers ending in 0 or 5.

Short Business Methods

This is an opportune time to teach short business methods in multiplying any number by 5, 50 or 25. By actual multiplication, $624 \times 5 = 3120$. 5 is $\frac{1}{2}$ of 10 or $10 \div 2$; so if we multiply 624 by 10 (annex a nought = 6240) and divide this by 2 ($6240 \div 2 = 3120$) we are actually multiplying 624 by 5. Use many examples to make this plain, proving the short method by actual multiplication, and so arrive

at the rule:—To multiply by 5, annex a nought to the number and divide by 2. To prove to multiply 624 by 50 we annex two noughts ($62400 = 624 \times 100$) and divide this answer by 2 ($62400 \div 2 = 31200$), since $50 = 100 \div 2$. To multiply by 25, annex two noughts and divide by 4 (since $25 = \frac{1}{4}$ of $100 = 100 \div 4$). To show value in saving time, divide the class into two sections; one side working by short methods, the other by actual multiplication, the same examples, and time the completion of the work. Results will be self-evident.

Mental problems involving this short method.

1. Find the cost of 24 hats @ \$5 each. ($240 \div 2$)

2. At 32c. a yd. what will 25 yds. of lace cost? ($3200 \div 4$)

3. A train going 50 miles an hour will cover how much distance in 1 day? ($24 \text{ hrs.} = 1 \text{ day. } 2400 \div 2$)

4. At 16c. a gallon find the cost of 25 gallons of oil. ($1600 \div 4$)

5. Saving 5c. a day, how much shall I have at the end of a year? ($3650 \div 2 = \$18.25$)

Percentage; Case IV

Percentage.—Case IV—A number increased by a per cent being given, to find the number, by the use of a formula.

Tool.—If $\frac{2}{3}$ of a number is 6, what is the number? (Solution: $\frac{1}{3}$ of the number is $\frac{1}{2}$ of $6 = 3$, and $\frac{2}{3}$ of the number is 3×3 or $9 \therefore$ the number is 9)

Give plenty of examples of this type, and have oral analysis until the solution is thoroly understood.

Later the shorter process, for rapid mental work, can be shown. Ex.: If $\frac{3}{4}$ of my age is 6, how old am I? (First work the example according to the solution above. $\frac{1}{4}$ of the number = $\frac{1}{3}$ of $6 = 2$ and $\frac{3}{4}$ of the number = $4 \times 2 = 8$. Ans.) When we find $\frac{1}{4}$ of the number we divide 6 by 3 ($\frac{1}{3}$ of 6) = 2, and when we find $\frac{1}{4}$ of the number we multiply this first answer (2) by 4 ($2 \times 4 = 8$). This we now shorten to $6 \times \frac{2}{3}$ (invert $\frac{3}{4}$), and solving this example we are still dividing by 3 and multiplying by 4 ($6 \times \frac{2}{3} = 8$). $\frac{2}{3}$ of a number is 8, find the number ($8 \times \frac{3}{2} = 12$). Be sure children can give the oral analysis of this.

Oral.—25 increased by $\frac{1}{5}$ of 25 =? How much is 25 increased by 20% of itself? If 20 is increased to 25, how much is it increased? What part of itself is it increased? (5 is the increase; $\frac{5}{20} = \frac{1}{4}$ is the part of itself increased.) If a number is increased by $\frac{1}{4}$ of itself and then becomes 15, how many fourths does 15 represent? ($\frac{1}{4}$ (number itself) + $\frac{1}{4}$ (inc.) = $\frac{5}{4}$.) If $\frac{3}{4}$ of a number is 15, what is

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the number? (Solved by "tool" above.)

Written solution, using formula.

What number, increased by 20% of itself, becomes 120?

Formula already learned — % of whole = part.

(Oral analysis of problems: Terms given are 20%, the per cent of increase; and 120, the number after it is increased. To find the number before it was increased.) If 20% is the per cent of increase, our formula will read, increase—% of whole = part increased. (The equality of equation—Article I.)

Fill in terms under formula:

20% of whole = part increased,

Reduce to fraction:

$\frac{1}{5}$ of whole = part increased

How many fifths in the whole?

$\frac{5}{5}$ of whole = whole number.

How many fifths in 120? No increase:

$\frac{5}{5} + \frac{1}{5} = \frac{6}{5}$ of whole = number + inc. = 120

Work: $\frac{1}{5}$ of whole = $\frac{1}{5}$ of 120 = 20

$\frac{5}{5}$ of whole = $5 \times 20 = 100$ the number. *Ans.*

Proof.— $\frac{1}{5}$ of number = $\frac{1}{5}$ of 100 = 20 increase.

$100 + 20 = 120$. *Proof* = number + increase.

Drill in Abstract Problems. (1) What number, increased by 35% of itself, becomes 13,500?

(2) A number increased by 55% of itself equals 310. Find the number.

(3) If 75% of a number is 90, find the number.

Concrete Problem Work.—A man's salary has been increased 22% this year. It is now \$1525. What was it last year? (Oral analysis: Terms given are 22%, the per cent of increase, and \$1525, his salary after the increase. To find the salary before the increase. The increase is 22% of what? Of last year's salary. So formula reads:

Inc. % of last year's salary = part increase. Fill in terms:

22% of last year's salary = part increase. Fractionally:

$\frac{11}{50}$ of last year's salary = part increase. What represents last year's salary?

$\frac{50}{50}$ of last year's salary = whole salary. What represents salary now?

$\frac{50}{50} + \frac{11}{50} = \frac{61}{50}$ of last year's salary = salary + increase = \$1525.

Finish as above, finding $\frac{50}{50}$ of last year's salary, then $\frac{50}{50}$ or whole salary now, which is the answer required. Prove the example.

It is practical occasionally to devote the whole period in written arithmetic to oral work, or the analysis of problems to emphasize one new point. These examples can then be solved for home-work outside of class. If a child can pick out the terms of a problem and give you the relation of numbers with the simple processes involved, the answers can be quickly arrived at. The following problems

are to be treated in such a manner, emphasizing one point:

(1) If a man gained 5% on an investment and then had \$4200, how much did he invest? What per cent of his investment is represented in \$4200?

$100\% + 5\% = 105\%$ or $\frac{21}{20} + \frac{1}{20} = \frac{21}{20}$. \therefore \$4200 = $\frac{21}{20}$ of investment. To find $\frac{20}{20}$ or whole. "Tool."

(2) A boy lost 40% of his marbles and had 18 left. How many had he at first? (What per cent had he left? $100\% - 40\% = 60\%$. \therefore 18 is 60% or $\frac{3}{5}$ of his marbles. To find $\frac{5}{3}$ of his marbles or whole.)

(3) If I added 60% to the size of my farm, and now have 240 acres, how many did I have before the increase? (What per cent does 240 acres represent? 100% (whole) + 60% increase = 160% = $\frac{8}{5}$. If $\frac{8}{5}$ of farm = 240 acres, find $\frac{5}{8}$, whole farm?)

Case V is to be treated similarly to Case IV, with this difference: A number *decreased* by a per cent is given to find the number before the decrease.

Example.—What number decreased by 25% of itself then equals 60? (Oral analysis of terms given—25% is the per cent of decrease. 60 is the number after being decreased. Have children see that the answer must necessarily be more than 60.)

Formula reads:

Decrease % of number = part decreased. Filling in: 25% of number = part decreased. Fractionally: $\frac{1}{4}$ of number = part decreased. What represents the whole?

$\frac{4}{4}$ of number = whole number.

What represents the number after decreasing?

$\frac{4}{4} - \frac{1}{4} = \frac{3}{4}$ of number = number after decrease = 60.

Worked out: $\frac{1}{4}$ of number = $\frac{1}{3}$ of 60 = 20 $\frac{4}{4}$ of number = $4 \times 20 = 80$ the number. *Ans.*

Illustrative Problems Based on Case V.—(1) Invested some money and after losing 11% of it I had \$1869. How much did I invest? (What % of investment is represented in \$1869? $100\% - 11\% = 89\%$ of investment in \$1869.)

(2) Having read 40% of a book, and having still to read 234 pages, how many pages in the book? (Having read $\frac{2}{5}$ of the book, how many fifths does 234 pages represent? $\frac{3}{5}$ *Ans.*

(3) A farmer sold $16\frac{2}{3}\%$ of his sheep and had 75 left. How many sheep had he at first? (75 sheep represent $\frac{1}{5}$ of his flock left.)

A load of grain damaged by water was sold for \$1408, which was 78% less than its original value. Find original value.

(5) a. \$120 diminished by 25% of itself is how much? b. What sum diminished by 25% of itself becomes \$120? (Drill until class sees the difference in these two last type examples.)

Application of Percentage to Profit and Loss

Introduce this subject by an informal talk on buying or selling an article at a gain or a loss, using new terms, as profit, cost, selling price, etc.; since the only new difficulty in *Profit and Loss* is the new language. Emphasize the point that the per cent of gain or loss is always reckoned on the *Cost*, the gain or loss is always a part of the cost. Therefore our formula, % of whole = part, can now be modified to read gain % of Cost = Gain. (Equality of Equation.) or lost % of Cost = Loss. Either of these two formulæ is to be used thruout the entire subject of *Profit and Loss*.

Grading of Problems.—All problems can now be graded so as to introduce only one new step at a time, as:

Case I. Given the cost and gain per cent or loss per cent, to find the *gain or loss* and *selling price*.

Case II. To find *gain per cent* or *loss per cent*, given:

- (a) The cost and gain or loss.
- (b) The cost and selling price.
- (c) The selling price and gain or loss.

Case III. To find *cost*, given:

- (a) The gain or loss and gain per cent or loss per cent.
- (b) The selling price and gain per cent or loss per cent.

Applying the Formula to Case I:

Example.—A house costing \$3200 was sold at a gain of 25%. Find gain and selling price. (Oral analysis by child: The terms given are \$3200, the cost, and 25%, the per cent gained; to find the gain and selling price.) On what is the gain reckoned? The gain is a per cent of the cost. ∴ Formula—

$$\% \text{ of Cost} = \text{Gain.}$$

Fill in each term:

$$25\% \text{ of } \$3200 = \text{Gain.}$$

Fractionally: $\frac{1}{4}$ of \$3200 = \$800 gain.

What is the Selling Price?

$$\$3200 \text{ Cost} + \$800 \text{ Gain} = \$4000 \text{ Selling Price.}$$

Illustrative Problems in Case I:

(A) *Mental.*—(1) A dealer buys some books for \$100, selling them at a loss of 20%. How much does he lose? How much did he sell them for?

(2) Bought a hat for \$4, sold it at a gain of 25%. Find selling price.

(3) Starch costing 50¢ a box sells at a profit of 10%. How much does the grocer charge a box for it?

(4) Silk costing 90¢ a yd. must be *retailed* at what price to allow 30% profit?

(5) Sugar bought @ 5¢ a pound is sold at a profit of 20%. Find the gain on 100 pounds.

(B) *Written Problems.*—(1) Paid \$150 for a carriage and later sold it at a *reduction* of 16%. How much did I receive for it?

(2) A bicycle that *wholesales* for \$40 is *retailed* at a loss of 35%. How much is lost on the sale? (The wholesale price = Cost; the

retail price = Selling Price—emphasize.)

(3) Dealer buys 25 cows @ \$32 each; he sells them at a profit of 8%. Find gain on sale.

(4) To make a profit of 15%, what must goods be *marked* that cost 80¢ a yard? (The *marked price* = the selling price.)

(5) A. paid for a house \$4500, and for repairs \$150. He then sold it for 18% above the entire cost. What did he receive for it? (What is the important, or catch, word in the problem? "Entire.")

Case II.—Have plenty of oral drill on the following types, emphasizing that the gain or loss is always a part of the *cost*, before applying the formula to written work. As:

[Type a.] (1) Cost = \$5; Gain = \$1. What part of the cost was gained? ($\frac{1}{5}$ of the cost.) What per cent of the cost was gained? ($\frac{1}{5} = 20\%$). ∴ 20% of the cost was gained.

(2) Cost = 6; Loss = \$2. What part of the cost was lost? ($\frac{2}{6}$ of the cost = part lost.) What per cent of the cost was lost? ($\frac{2}{6} = \frac{1}{3} = 33\frac{1}{3}\%$ of cost lost.)

[Type b.] (1) Cost \$6; Selling Price \$4. Find loss. (\$6 — 4 = \$2 loss.) What part of the cost was lost? ($\frac{2}{6}$ of Cost, lost.) What per cent, etc.?

(2) Cost \$4; Selling Price \$5. Find part of Cost gained. (\$5 — \$4 = \$1 gain. ∴ $\frac{1}{4}$ of Cost was gained.) Change to per cent, etc.

[Type c.] (1) Selling Price = \$8; Gain = \$1. Find cost. (Teacher: Will Cost be more or less than Selling Price if we gained by the sale?) (Ans. Less than the Selling Price.) (Teacher: By what process do we get less?) (Ans. By *subtracting* \$1 Gain from \$8 Selling Price, or \$7 Cost.)

(2) Selling Price = \$9; Loss = \$2.

Formula:

$$\text{Loss \% of C.} = \text{Loss}$$

Find loss:

$$\$10 \text{ C.} - \$8 \text{ S. P.} = \$2 \text{ loss}$$

Fill in terms of formula:

$$\% \text{ of } \$10 \text{ (C.)} = \$2 \text{ (L.)}$$

What part of Cost is Lost?

$$\frac{2}{10} \text{ of C.} = \text{L.}$$

What % of Cost is Lost?

$$\frac{2}{10} = \frac{1}{5} = 20\% \text{ L.}$$

Ans. (Prove. See a.)

Example (Type a.)—A book, sold for \$20, gives a profit of \$5. What was the cost and gain per cent?

(Oral analysis: \$20 = S. P.; \$5 = G.)

What is Cost? $\$20 - \$5 = \$15 \text{ Cost}$

Formula: Gain % of C. = G.

Fill in terms: % of \$15 (C.) = \$5 (G.)

What part of C. was gained?

$$\frac{5}{15} \text{ of C.} = \text{G.}$$

What % of C. was gained?

$$\frac{5}{15} = \frac{1}{3} = 33\frac{1}{3}\% \text{ G.}$$

(Prove. See a.)

Illustrative Problems in Case II.

A. *Mental.*—[Type a.] (1) Sugar bought

@ 5¢ a pound, and sold at a gain of 1¢ a pound gives a profit of what per cent?

(2) Pencil costing 2¢ is sold at a loss of 1¢. Find loss per cent.

(3) What per cent is lost, when 20¢ is lost on a bushel of potatoes costing 80¢?

[Type b.] (1) A dozen pencils cost 24¢, and sell for 36¢. What is the gain per cent?

(2) What is the % of gain, when boots costing \$2 are retailed for \$2.50? ("Tool"—50¢ = Gain, which is $\frac{50}{200}$ of cost. Solution: 50¢ .50

\$2 = \$2. (Multiplying both numerator and denominator by 100, to get rid of the decimal point, does not change the value of the fraction. $\times 50$.

∴ $\frac{50}{200}$ This is a type for drill. Examples:

$\frac{6¢}{\$600} = ?$ fraction; $\frac{8¢}{\$80} = ?$ fraction, etc.

[Type c.] (1) Selling a house for \$3500, I lost \$500. Find loss per cent.

(2) I lost 1¢ on a ruler that sold for 5¢. Find loss per cent on the cost.

(3) Butter selling at 36¢ a pound, gives a profit of 6¢ per pound. What is the gain per cent?

(4) Catch Problem: What % is gained by selling goods at double the cost? ($100\% = \text{Cost}$, $200\% = \text{Selling Price}$. ∴ $100\% = \text{Gain}$.)

B. Written Problems. [Type a.] (1) Tea costing 32¢ a pound is sold @ a gain of 16¢ a pound. Find gain per cent.

(2) A horse cost \$175 and sold at a loss of \$25 gives a loss of what per cent?

[Type b.] (1) Sold a coat for \$35, which cost \$30. What is the gain per cent?

(2) Find per cent profit on apples bought @ \$1.25 per bushel and sold @ 25¢ per half peck. (Review of measures.)

[Type c.] (1) A man sold a farm for \$4000, thereby losing \$500. Find cost and loss per cent.

(2) A coat is marked to sell for \$25, yielding a profit of \$5. Find gain per cent.

Case III. Oral Work.—If I sell an article so as to gain 25% on the cost, what part of the cost is the selling price? (Gain = $\frac{1}{4}$ of the cost. $\frac{1}{4} = \text{whole cost}$. ∴ $\frac{1}{4} + \frac{1}{4} = \frac{5}{4}$ of Cost = Selling Price.) If I lost 25%, what part of the cost would the selling price be? ($\frac{1}{4}$ of Cost = Loss. $\frac{1}{4} = \text{whole cost}$. $\frac{1}{4} - \frac{1}{4} = \frac{3}{4}$ of Cost = Selling Price.) Drill.

Applying the Formula to Case III.

Example [Type a.] By selling a bed at 20% below cost, a furniture dealer loses \$10. Find the cost. (Oral analysis as in other problems.)

Formula: G. % of Cost = Loss

Fill in terms:

20% of Cost = \$10

Fractionally:

$\frac{1}{5}$ of Cost = \$10

What is the whole cost?

$\frac{1}{5}$ of Cost = $5 \times \$10 = \50 , C. (Prove.)

Example [Type b.] Sold an article for \$55, realizing 10% on the cost. Find cost and gain in money.

Formula:

G. % of C. = G.

Fill in:

10% of C. = G.

Fractionally:

$\frac{1}{10}$ of C. = G.

What is whole cost?

$\frac{1}{10}$ of C. = whole cost

What part of Cost is Selling Price?

$\frac{1}{10} + \frac{1}{10} = \frac{11}{10}$ of C. = S. P. or \$55

Worked out:

$\frac{1}{10}$ of C. = $\frac{1}{11}$ of \$55 = \$5. G.

$\frac{10}{10}$ of C. = $10 \times \$5 = \50 . C. (Prove.)

Illustrative Problems in Case III.

A. Mental. [Type a.] (1) A profit of 1¢ is made by selling candy at 20% above cost. Find cost and selling price.

(2) By selling a lot for \$500 below cost, an agent loses 5% on the sale. Find original value of the lot.

[Type b.] (1) Find cost of a table which, selling for \$60, gives a profit of 20%. (\$60 = % of cost.)

(2) Butter sold at $16\frac{2}{3}\%$ below cost, now brings 40¢ a pound. Find cost and loss on a pound.

[Type a.] (1) In order to gain $12\frac{1}{2}\%$, I mark an article \$2 above cost. What was the cost? (\$2 is what term?)

(2) By selling goods at a reduction of 4%, I lose \$5. What did the goods cost me and what did I sell them for?

B. Written. [Type b.] (1) Sold a coat for \$33.60, thereby losing 16%. What did it cost me?

(2) Bought 2 horses at the same price. One I sold at an advance of 20% for \$102. Find the cost. The other I sold at a loss of 10%. Find the selling price of the latter. To find the cost, do we add or subtract? (We add.) Why? (Because we sold it for \$9 and so lost \$2 on the cost, it must have cost more than \$9; or \$2 more. ∴ $\$9 + 2 = \11 , the cost.)

This is difficult for children, therefore devote more time to drill on this particular type, emphasizing (a) why the cost should be more or less than the selling price; and (b) when do we add and when subtract? Have plenty of oral analysis.

Applying the Formula to Case II.

Example [Type a.] If an article costing \$6 is sold at a profit of \$2, find the per cent of profit. (Oral analysis by child:—\$6 is the cost; \$2, the gain: to find gain per cent.)

Formula:

Gain % of cost = gain

Fill in terms:

% of \$6 = \$2

What part of C. is G.?

$\frac{2}{3}$ of cost = gain
What % of C. is G.?

$\frac{2}{3} = \frac{1}{3} = 33\frac{1}{3}\%$ gained. Ans.

Proof: Gain % of C. = G.
Fill in formula:

$33\frac{1}{3}\%$ of \$6 = $\frac{1}{3} \times \$6 = \2 G.

Proved.

Example.—[Type b.] A chair bought for \$10 is marked to sell for \$8. Find loss per cent. (Oral analysis by child: \$10 is cost; \$8 = selling price, to find loss per cent.)

Verses Written by School Children

Forestville School, Chicago

The Robin

I.

Far up among the branches
Of yonder cherry tree
A flood of rapture poureth forth,
A bright red breast we see.

II.

Where wast thou thru the winter long?
This land was cold and bare.
Where didst thou pour thy sweetest song?
What was thy shelter there?

III.

O welcome, robin redbreast,
Thou art the sign of spring;
When thou appearest in thy nest
My heart for joy doth sing.

—MARION DWIGHT, *Seventh Grade.*

The Brook

I.

The little brook flows towards the sea,
Its waters babbling joyously;
On either side are fragrant flowers,
Peeping from out their leafy bowers.

II.

Each flower dips its pretty head
Of rainbow colors, blue or red,
Into the babbling brooklet gay
As it softly sings its joyful lay.

III.

Now comes the redbreast on the brink,
His plumes to cool and get a drink.
Down jump the squirrel and rabbit gay
To the sparkling stream in frolic and play.

IV.

The brook still sings its happy song,
As hamlets rise its banks along,
And still gives help to flower and tree;
To all it doth touch on its way to the sea.

V.

O brooklet, flowing onward still,
Past fragrant flowers, a splashy rill,
What power has been given thee!
What joy thou bring'st on thy way to the sea!

—SIDNEY MARKS, *Eighth Grade.*

Sweet Violet

I.

In a mossy, leafy nook,
By a sky reflecting brook,
Hiding 'midst tall grass, leaves, vines,
Modestly grows violet.

II.

Birds soar over her blue head,
Mossy banks her dainty bed;
Fairy bells their silvery chimes
Ring to please sweet violet.

III.

Breezes kiss her little head;
It seems to me as if she said:
"Oh, hide me from the world's bright glare!"
Humble little violet.

IV.

O dear one of beauteous hue,
Who'd harm so fair a flower as you?
I'll leave you in the woodland shade,
Fragrant, wee, sweet violet.

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To the Lily-of-the-Valley

I.

O lily sweet, with mantle green,
I see you smiling every day;
The field and vale you try, I ween,
To deck with flowers bright and gay.

II.

O lily sweet, on slender stem,
The breezes kiss your petals gay;
You give your fragrance rare to them,
They scatter it where'er they may.

III.

O lily sweet, so like a bell,
With snowy robe of purest white;
All other flowers you do excel,
Your coming gives me great delight!

IV.

O lily sweet, in cape of white,
Your smiles and nods I would were mine;
You cheer the world with all your might
And stand serene thru rain or shine.

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The Pyramids and Sphinx

FOR THE GEOGRAPHY CLASS

By A. R. PENDER, Connecticut

Location.—Let us turn to the map of Egypt and find Cairo. On which side of the river is it? Put your pencils on Alexandria, Rosetta and Damietta, mouths of the Nile. What parallel of latitude goes thru Cairo? Let us trace that parallel across on the maps, thru the United States. Mention the places it touches. In what parallel of latitude do we live? How many degrees of difference between Cairo and our parallel? What meridian of longitude passes thru Cairo? Is this east or west from Greenwich? What is our meridian? How many degrees' difference between Cairo and our meridian?

On which side of the river Nile are the Pyramids? Point to them on the map. How far from us is Cairo? (Use the scale of miles or compute by the degrees of longitude.) Let us follow with our pencils a steamer that leaves New York, crosses the Atlantic, touches at the Azores, Madeira, Gibraltar, thru the Mediterranean to Alexandria, to Cairo. Name all the important places it would pass. How long would it take to go? What would be the average cost of such a trip?

Climate.—What climate has the section of the United States which is in the same latitude as Cairo? Compare that climate with ours. Account for the differences. What advantages has Egypt as a winter health resort?

Surface of Country.—What kind of surface around Cairo and the Pyramids? What kind of soil? What part has the Nile in making the soil of Egypt what it is?

THE GREAT PYRAMID

History.—Let us think back 2,700 years before Christ. Somewhere between 2700 and 2800 there lived a man by the name of Cheops, or Khufu, the king of the country. Khufu built the Great Pyramid for his future tomb. How many years was this before the discovery of America? What was the condition of this country then? Can you think how the places near your home looked then?

Geology.—Let us look at a piece of limestone. Feel of it. Can you find such stones around here? Now look at this red granite. Did you ever see any granite? What are the granite quarries nearest to your home? Limestone and red granite were used in the construction of the causeway that led to the pyramid.

Causeway.—Why was there need of a causeway for this great work? The sandy soil was a hindrance to the workmen who dragged the great granite and limestone blocks from Arabia across the desert to the place selected by Khufu for his last resting-place. It took ten years to build the causeway. The stones which comprised this great work were all polished and ornamented with carvings of animals.

Construction.—Let us think the picture of 100,000 men toiling under the burning sun of Arabia, quarrying the limestone blocks. Their overseers are harsh and allow of no loitering. The men look tired, sullen, and discouraged. On every hand they are falling exhausted; many are dying. Four times a year a fresh force is needed. Their food is radishes, garlic, onions, furnished by the government, and the cost will be inscribed on the pyramid. Let us think the picture of the men loading blocks, of the journey across the hot desert to the Nile, across the Nile to the causeway, over the causeway to the pyramid. It took twenty years to build the pyramid.

Size.—The Great Pyramid stands 480 feet high. Compare that with the tallest building in your town. It covers thirteen acres. How much land does your schoolhouse cover? The largest public park in your place? Have we anything as large in the United States? The sides face the four cardinal points. There were 206 layers of solid block. The lowest stone was five feet thick; the highest, a foot and a half. The covering was of highly polished granite stones. The men began at the apex and worked down, but this covering has been stripped off and used for palaces and Arab mosques. There are two chambers with passages and five smaller passages in the pyramid. These relieve the pressure of so great a mass of stone. What is the reason? The king's chamber in the center was ventilated by airshafts, but Khufu was not buried there, owing to his oppression and alleged impiety.

Imagine yourself on top of the Great Pyramid. What do you see? The Nile, Cairo, corn fields, groups of pyramids, trees.

THE SPHINX

Size.—Ninety feet long and seventy-four feet high.

Construction.—Carved of solid rock, granite and alabaster.

Location.—Near the pyramid in a sandy hollow.

Appearance.—Look at a picture of the sphinx, close your eyes and think the appearance. Think the calmness, the solidity.

Pictures.—Find all the pictures of the pyramid you can; look at them carefully; close your eyes and think them.

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Scenes from Hiawatha

By FANNY A. COMSTOCK, State Normal School, Bridgewater, Mass.

Scene I.—Hiawatha's Fasting

CHARACTERS

Hiawatha	Indians
Mondamin	Nokomis
The Arrow-Maker	Minnehaha
Priest	Ghosts
Guides and Companions	Famine
Dancers	Fever

(Hiawatha sits by his wigwam as the scene opens.)

Hiawatha.—Here I prayed and here I fasted,
Not for greater skill in hunting,
Not for greater craft in fishing,
Not for triumphs in the battle,
And renown among the warriors,
But for profit of my people,
For advantage of the nations.

Pause.

On the first day of my fasting,
Thru the leafy woods I wandered;
Saw the deer start from the thicket,
Saw the rabbit in his burrow,
Saw the pigeon far above me,
Building nests among the pine-trees.
Then I cried aloud, desponding,
"Master of Life!" I cried, desponding,
"Must our lives depend on these things?"

Pause.

On the next day of the fasting
By the river's brink I wandered,
Saw the wild rice, saw the strawberry,
Saw the gooseberry, Shahbomin,
And the grape-vine, the Bemahgut,
Trailing o'er the alder-branches,
Filling all the air with fragrance.
And again I cried to Heaven:
"Master of Life!" I cried, desponding,
"Must our lives depend on these things?"

Pause.

On the third day of the fasting,
By the lake I sat and pondered,
Saw the mighty sturgeon leaping,
Scattering drops like beads of wampum,
Saw the yellow perch beneath me
Like a sunbeam in the water,
Saw the pike, the Maskenosha,
And the herring, Okalfahwis.
"Master of Life!" I cried, desponding,
"Must our lives depend on these things?"

(Hiawatha throws himself wearily down before the tent. Mondamin enters, dressed in fluttering green and yellow garments, with green plumes on his head. He stands at the entrance, and looks pityingly at Hiawatha before speaking.)

Mondamin.—Listen, O my Hiawatha,
All your prayers are heard in heaven,
For you pray not like the others;
Not for greater skill in hunting,
Not for greater craft in fishing,
Not for triumph in the battle,
Nor renown among the warriors,
But for profit of the people,
For advantage of the nations.

From the Master of Life descending,
I, the friend of man, Mondamin,
Come to warn you and instruct you,
How by struggle and by labor
You shall gain what you have prayed for.
Rise up from your bed of branches,
Rise, O youth, and wrestle with me.

(They wrestle together. Hiawatha is weak at first, but grows stronger.)

Mondamin.—'Tis enough, O Hiawatha!
Bravely have you wrestled with me,
And the Master of Life, who sees us,
He will give to you the triumph,
Give to you the prize. To-morrow
Is the last day of your conflict,
Is the last day of your fasting.
You will conquer and o'ercome me.

Pause.

Make a bed for me to lie in,
Where the rain may fall upon me,
Where the sun may come and warm me.
Strip these garments, green and yellow,
Strip this nodding plumage from me,
Lay me in the earth, and make it
Soft and loose and light above me.

Let no hand disturb my slumber,
Let no weed nor worm molest me,
Let not Kahkahgee, the raven,
Come to haunt me and molest me;
Only come yourself to watch me,
Till I wake, and start, and quicken,
Till I leap into the sunshine.

(Mondamin extends his hand as if in blessing, and goes out. Hiawatha picks from the ground a bit of the torn raiment of Mondamin, and looks at it thoughtfully, then goes out.)

Scene II.—Harvest Dance

(Yellow is the prevailing color in the dress of the youths and maidens who dance, and shocks of corn are placed upon the platform. Older men and women, and children watch the dance with murmurs and shouts of approval.)

Scene III.—Hiawatha's Sailing

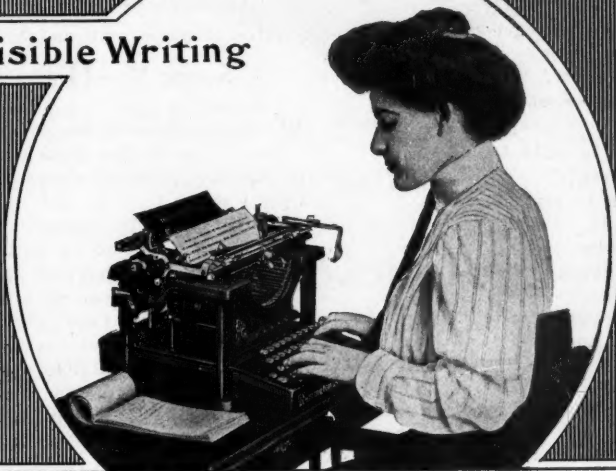
(Hiawatha enters with a hatchet and quiver of arrows, and walks about in a forest of birch, larch, and cedar trees. As he talks to the trees he lays his hands upon them, and lifts his hatchet as if to take the bark.)

Give me of your bark, O Birch-Tree!
Of your yellow bark, O Birch-Tree!
Growing by the rushing river,
Tall and stately in the valley!
I a light canoe will build me,
That shall float upon the river,
Like a yellow leaf in Autumn,
Like a yellow water-lily!

Lay aside your cloak, O Birch-Tree!
Lay aside your white-skin wrapper,
For the Summer-time is coming,
And the sun is warm in heaven,
And you need no white-skin wrapper!

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(Pause. Hiawatha walks about, looking at the trees and touching them.)

Give me of your boughs, O Cedar!
Of your strong and pliant branches,
My canoe to make more steady,
Make more strong and firm beneath me!

(He goes to a third tree.)

Give me of your roots, O Tamarack!
Of your fibrous roots, O Larch-Tree!
My canoe to bind together
That the water may not enter,
That the river may not wet me.

(He goes to the Fir Tree.)

Give me of your balm, O Fir-Tree!
Of your balsam and your resin,
So to close the seams together
That the water may not enter,
That the river may not wet me.

(He stoops and looks under the trees, as if seeing the Hedgehog.)

Give me of your quills, O Hedgehog,
I will make a necklace of them,
Make a girdle for my beauty,
And two stars to deck her bosom.

(Pause.)

When my Birch Canoe is builded,
In the valley, by the river,
It shall hold the forest's beauty,
All its mystery and magic,
All the lightness of the birch-tree,
All the toughness of the cedar,
All the larch's supple sinews,
It shall float upon the river,
Like a yellow leaf in autumn,
Like a yellow water-lily.

(He runs out.)

Scene IV.—Hiawatha and Nokomis

(Nokomis sits before the tent, making baskets. Hiawatha stands near. Hiawatha holds his bow, and pulls upon the cord as he speaks.)

Hiawatha.—As unto the bow the cord is,
So unto the man is woman,
Tho she bends him, she obeys him,
Tho she draws him, yet she follows,
Useless each without the other!

Nokomis.—Wed a maiden of your people;
Go not eastward, go not westward,
For a stranger, whom we know not!
Like a fire upon the hearth-stone,
Is a neighbor's homely daughter;
Like the starlight or the moonlight
Is the handsomest of strangers!

Hiawatha.—True your words, dear old Nokomis,
Very pleasant is the firelight,
But I like the starlight better,
Better do I like the moonlight!

Nokomis (Gravely).—Bring not here an idle maiden,
Bring not here a useless woman,
Hands unskilful, feet unwilling;
Bring a wife with nimble fingers,
Heart and hand that move together,
Feet that run on willing errands!

(Hiawatha smiles and seats himself near her.)

Hiawatha.—In the land of the Dacotahs

Lives the Arrow-maker's daughter,
Minnehaha, Laughing Water;
Handsomest of all the women.
I will bring here to your wigwam;
She shall run upon your errands,
Be your starlight, moonlight, firelight,
(Exultingly.) Be the sunlight of my people!

Nokomis (Shaking her head).—Bring not to my lodge
a stranger

From the land of the Dacotahs!
Very fierce are the Dacotahs,
Often is there war between us,
There are feuds yet unforgotten,
Wounds that ache and still may open!

Hiawatha (Laughing and rising).—For that reason,
if no other,

Would I wed the fair Dacotah,
That our tribes might be united,
That old feuds might be forgotten,
And old wounds be healed forever!

(Hiawatha goes out, and Nokomis soon follows.)

Scene V.—Hiawatha's Wooing

(The Arrow-maker sits at work before his wigwam. Minnehaha sits beside him, weaving mats.)

The Arrow-Maker.—I am thinking, as I sit here,
Of the days when with such arrows
Once I struck the deer and bison;
Shot the wild goose flying southward;
Thinking of the great war-parties,
How they came to buy my arrows,
Could not fight without my arrows.
Ah, no more such noble warriors
Can be found on earth, as they were!
Now the men are all like women,
Only use their tongues for weapons!

(Minnehaha's hands fall on her lap, as she muses and dreams. The entrance of Hiawatha breaks the silence.)

The Arrow-Maker (Rising).—Hiawatha, you are
welcome!

Minnehaha.—You are welcome, Hiawatha!

(Minnehaha lays her work aside and serves them with food and drink.)

Hiawatha.—Far away beyond the mountains,
By the shores of Gitche Gumee,
By the shining Big-Sea-Water,
Stands the wigwam of Nokomis,
Daughter of the Moon, Nokomis.
There the wrinkled, old Nokomis
Nursed the little Hiawatha,
Rocked me in the linden cradle,
Taught me till I grew to manhood.
There is happiness and plenty
In my home beyond the mountains,
In the land of the Ojibways,
In the pleasant land and peaceful.

(Pause.)

After many years of warfare,
Many years of strife and bloodshed,
There is peace between the Ojibways
And the tribe of the Dacotahs.

(Slowly.)

That this peace may last forever,
And our hands be clasped more closely,
And our hearts be more united,
Give me as my wife this maiden,



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Minnehaha, Laughing Water,
Loveliest of Dacotah women!

(The Arrow-maker smokes in silence a moment before replying. He looks at them both, proudly and fondly.)

The Arrow-Maker (Gravely).—Yes, if Minnehaha wishes.

Let your heart speak, Minnehaha!

(Minnehaha goes to Hiawatha and sits beside him.)

Minnehaha.—I will follow you, my husband!

(Hiawatha and Minnehaha go out hand in hand. The Arrow-maker follows them to the door, and looks after them, shading his eyes with his hand.)

The Arrow-maker speaks, gathering up the remnants of the feast, and busying himself about his work.)

The Arrow-Maker.—Thus it is our daughters leave us,

Those we love and those who love us!
Just when they have learned to help us,
When we are old and lean upon them,
Comes a youth with flaunting feathers;
With his flute of reeds, a stranger
Wanders piping thru the village,
Beckons to the fairest maiden,
And she follows where he leads her,
Leaving all things for the stranger!
(He goes out.)

Scene VI.—The Ghosts

(Hiawatha's home. Nokomis and Minnehaha are sitting together, when two shadowy, veiled women, the ghosts, enter and crouch in a remote corner. The hooting of an owl is heard, and a mysterious voice speaks from without.)

The Voice.—These are spirits clad in garments;
These are ghosts that come to haunt you,
From the kingdom of Ponemah,
From the land of the Hereafter!

(Hiawatha enters with game, which he throws at the feet of Minnehaha. He looks toward the ghosts and at Minnehaha inquiringly, but asks no questions.)

Hiawatha.—To our lodge we bid you welcome,
To our lodge, our food, our fireside.

(Minnehaha prepares the evening meal. The ghosts come forward and take the choicest portions and eat them eagerly and greedily. The others do not show annoyance.)

Minnehaha (Softly).—Surely these our guests are famished;

Let them do what best delights them;
Let them eat, for they are famished.

(Minnehaha clears away the meal. The ghosts sigh and sob, and Hiawatha goes to them.)

Hiawatha.—Tell me, O my guests! why is it
That your hearts are so afflicted?
Has perchance the old Nokomis,
Has my wife, my Minnehaha,
Wronged or grieved you by unkindness,
Failed in hospitable duties?

First Ghost (Gently).—We are ghosts of the departed,

Souls of those who once were with you.
From the realms of Chibiabos
Hither have we come to try you,
Hither have we come to warn you.

Cries of grief and lamentation
Reach us in the Blessed Islands;

Cries of anguish from the living,
Calling back their friends departed,
Sadden us with useless sorrow.
Therefore have we come to try you;
No one knows us, no one heeds us.—
We are but a burden to you,
And we see that the departed
Have no place among the living.

Second Ghost.—Think of this, O Hiawatha!
Speak of it to all the people,
That henceforward and forever
They no more with lamentations
Sadden the souls of the departed
In the Islands of the Blessed.

Do not lay such heavy burdens
In the graves of those you bury,
Not such weight of furs and wampums,
Not such weight of pots and kettles,
For the spirits faint beneath them.
Only give them food to carry,
Only give them fire to light them.

First Ghost.—Four days is the spirit's journey
To the land of ghosts and shadows,
Four its lonely night encampments;
Four times must their fire be lighted.
Therefore, when the dead are buried,
Let a fire, as night approaches,
Four times on the grave be kindled,
That the soul upon its journey
May not lack the cheerful fire-light,
May not grope about in darkness.

Second Ghost.—Farewell, noble Hiawatha!
We have put you to the trial,
To the proof have put your patience,
By the insult of our presence,
By the outrage of our actions.
We have found you great and noble,
Fail not in the greater trial,
Faint not in the harder struggle.

(The ghosts go out. The others soon follow.)

Scene VII.—The Death of Minnehaha

(It will be well to omit this scene unless a curtain is used.)

The home of Hiawatha. Hiawatha, Minnehaha, and Nokomis are sitting together. Two haggard, gloomy women, *Famine* and *Fever*, enter.)

Famine (In a gloomy, sepulchral tone).—I am come to tarry with you

I am *Famine*, *Bukadawin*!

Fever.—Yet another comes. Behold me!

I am *Fever*, *Ahkosewin*!

(*Famine* and *Fever* sit near Minnehaha. They gaze fixedly at her and touch her hand. She shudders, puts her hand to her head, and lies down. They follow her and again sit close beside her.)

Famine.—You are mine, O Minnehaha!

Fever.—Mine you are, O Minnehaha!

(Hiawatha starts up in anguish. He speaks with uplifted face.)

Gitche Manito, the Mighty!

Give your children food, O Father!

Give us food, or we must perish!

Give me food for Minnehaha,

For my dying Minnehaha!

(He goes out.)



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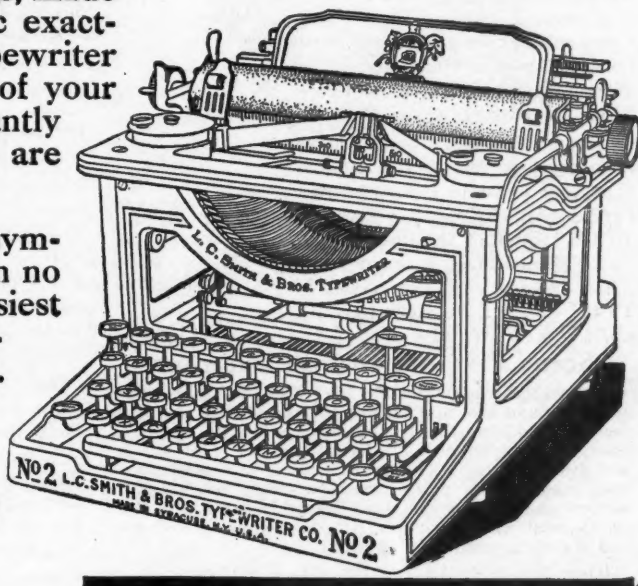
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(Famine and Fever continue to sit near Minnehaha and to exert their deadly influence. Minnehaha moans and tosses restlessly. Nokomis tends her.)

Minnehaha (Excitedly).—Listen! for I hear a rushing,

Hear a roaring and a rushing,
Hear the Falls of Minnehaha
Calling to me from the distance!

Nokomis.—No, my child! you hear no rushing
But the night-wind in the pine-trees!

Minnehaha.—Look! Far off I see my father
Standing lonely at his doorway,
Beckoning to me from his wigwam
In the land of the Dakotahs!

Nokomis.—No, my child! You cannot see him;
'Tis the smoke that waves and beckons!

Minnehaha.—Now I see the eyes of Pauguk
Glare upon me in the darkness;
I can feel his icy fingers
Clasping mine amid the darkness!
Hiawatha! *Hiawatha!*

(As Minnehaha speaks Hiawatha's name, she starts up to a sitting posture, extending her arms, then falls back heavily.)

Nokomis (Wailing).—Wahonowin! Wahonowin!
Would that I had perished for you!
Would that I were dead as you are!
Wahonowin! Wahonowin!

(Nokomis rocks to and fro, moaning, until Hiawatha enters. He comes in empty-handed from his hunting, and stands motionless at the sight of the grief of Nokomis. He goes to the body of Minnehaha, and utters a cry of anguish, then sits silent, near the bed.)

Hiawatha.—Farewell! O my Minnehaha!
Farewell! O my Laughing Water!

(Pause.)
All my heart is calling for you;
All my thoughts go onward with you!
(Pause.)

Come not back again to labor,
Come not back again to suffer,
Where the Famine and the Fever
Wear the heart and waste the body.

(Pause. He kneels beside the bed.)
Soon my task will be completed,
Soon your footsteps I shall follow
(Slowly.)

To the Islands of the Blessed,
To the Kingdom of Ponemah,
(He looks off in the distance.)
To the Land of the Hereafter!

Curtain.

Scene VIII.—Hiawatha's Departure

(Hiawatha stands before his wigwam. He walks about, to and fro, and among the trees, with a happy face. From time to time he looks off in the distance, shading his eyes with his hand, then as if at an object drawing near. The priest enters, with guides and companions. The priest wears a black robe with a white cross on the breast. Before they enter, Hiawatha, still watching them, lifts his hands in welcome, and stands so until they appear.)

Hiawatha.—Beautiful is the sun, O strangers,
When you come so far to see us!
All our town in peace awaits you;
All our doors stand open for you.
You shall enter all our wigwams,
For the heart's right hand we give you.

Never bloomed the earth so gaily,
Never shone the sun so brightly,
As to-day they shine and blossom
When you come so far to see us!
Never was our lake so tranquil,
Nor so free from rocks and sand-bars;
For your birch canoe in passing
Has removed both rock and sand-bar.

(Priest lifts his hand in blessing.)

Priest.—Peace be with you, Hiawatha,
Peace be with you and your people,
Peace of prayer, and peace of pardon,
Peace of Christ, and joy of Mary.

(Hiawatha leads them to seats before the tent. Nokomis serves them with food and water, and brings the peace-pipe. Other Indians enter, and welcome the strangers.)

Indian.—It is well for us, O brothers,
That you come so far to see us.

(Priest, after receiving and returning the salutations.)

Priest.—I have come to tell your people
Blessed tidings, true and faithful,
Of the heavenly mild Madonna,
And her blessed Son, the Saviour.
How in distant lands and ages
Once he lived on earth, as we do.
How he fasted, prayed, and labored,
For the good of all the people,
In all lands and in all ages.

Indian (After a pause).—We have listened to your message,

We have heard your words of wisdom,
We will think on what you tell us.
It is well for us, O brothers,
That you come so far to see us!

(With farewells, the Indians take their departure. Some of the guests go into the wigwam, some recline outside, in slumber.)

Hiawatha (Rising).—I am going, O Nokomis,
On a long and distant journey,
To the portals of the Sunset,
To the regions of the home-wind,
Of the Northwest-wind, Keewaydin.

(Pause.)
But these guests I leave behind me,
In your watch and ward I leave them;
See that never harm comes near them,
See that never fear molests them,
Never danger nor suspicion,
Never want of food or shelter,
In the lodge of Hiawatha.

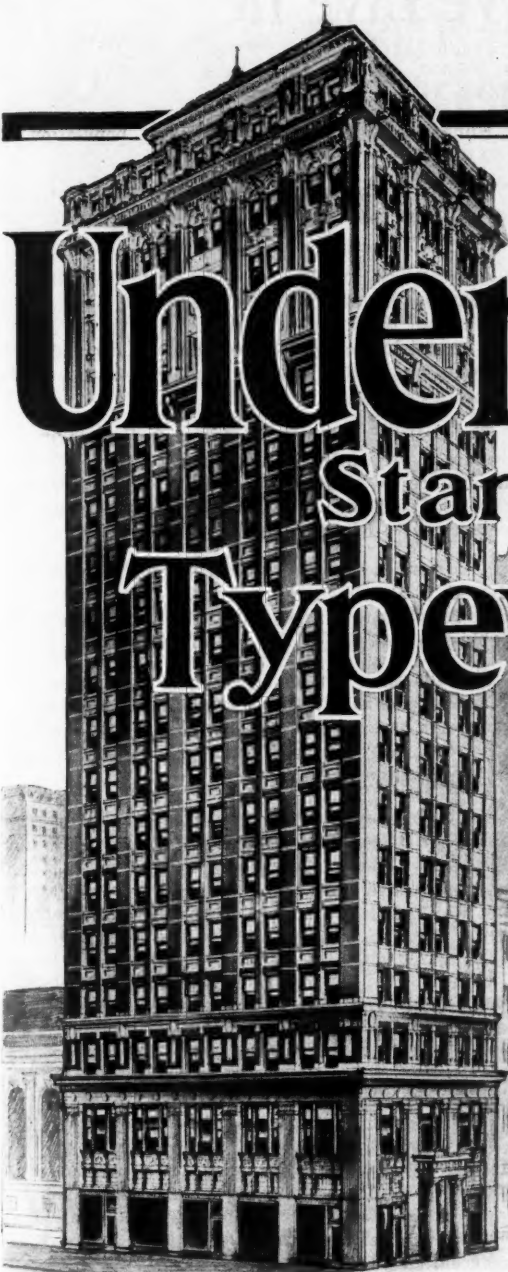
(Pause.)
Tell my people I am going
On a long and distant journey;
Many moons and many winters
Will have come and will have vanished,
Ere I come again to see you.
But my guests I leave behind me;
Bid my people heed their teachings,
Listen to their words of wisdom,
Listen to the truth they utter,
(Impressively.)

For the Master of Life has sent them
From the land of light and morning.

(Hiawatha goes out, turning to wave a last farewell to Nokomis.)

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The World We Live In

Altho a million dollars a year is being spent in New England to fight the browntail and gypsy moths, little progress is being made against them. The tiny hairs shed by the caterpillars are highly injurious to human beings. Many men have been compelled to give up the work of fighting the browntails, they have been made so ill.

A large manufacturing concern has recently completed for the Ontario Power Company, at Niagara Falls, three valves, or water-gates, which are believed to be the largest ever made. They fit over a nine-foot pipe, and a large automobile could easily pass thru them. They weigh 130,000 pounds apiece, and they will have to stand a pressure of 550,000 pounds. They will be used to turn the water on and off for the new 12,000-horsepower plant on the Canadian side of the falls.

A great deal of fault has been found with the quality of the postal cards that the Government has been supplying during the past two years. As a result Postmaster-General Hitchcock has given orders for a new issue of postal cards. They will be cream color, printed in red, and of improved quality.

The Ohio legislature has adopted a resolution favoring an amendment to the Federal Constitution prohibiting polygamy. Fourteen States have so far declared themselves in favor of this amendment.

The Government has forbidden the importation of green tea into this country, on the ground that it is injurious to the health. We import about 115,000,000 pounds of tea a year, of which one-half has been green.

Mr. B. F. Bush has been elected president of the Missouri Pacific railroad. This means that the Gould interests are again in control.

A blind boy, William Schenck, will be the prize graduate from Public School No. 20, New York City, this year. In spite of his terrible handicap the boy has forged ahead of all his schoolmates.

The Daughters of the American Revolution, now numbering nearly 80,000, recently held their twentieth annual convention in their beautiful marble home, Continental Hall, in Washington. Mrs. Matthew T. Scott was re-elected president-general.

A report received from Bishop James W. Blashford, of the Methodist Episcopal Church, on April 22, stated that the plague had been nearly stamped out in Northern China, and nearly so in Manchuria.

The first public report made by the Pullman Palace Car Company was filed at Washington, on April 16, with the Interstate Commerce Commission. It shows that the original capital stock of \$1,250,000 has been increased by stock dividends during the past fifty years to \$120,000,000. This is a profit of nearly 100 per cent for every dollar of investment.

Three new department buildings are soon to be erected in Washington,—State, Justice, and Commerce buildings. The State Department building is to cost

\$2,200,000, the Justice building \$1,900,000, and the Commerce building \$3,650,000.

Hungary's official census shows a population of 20,850,700.

William Keith, the landscape artist, died at his home in Berkeley, Cal., on April 13th, aged seventy-two years.

A fire, which, fanned by a heavy wind, swept the city of Bangor, Maine, destroyed \$10,000,000 of property and caused the loss of two lives. Bangor is the second largest lumbering center in the country and acres of boards and other piled-up lumber were among the property destroyed.

The geological survey is aiding in the making of the most perfect map of the world ever produced. Nine nations are co-operating in the work, which will cover 1,500 sheets 20 by 30 inches in size. The American section covers fifty-two sheets.

A dog-and-sledge race was held recently in Alaska. Mrs. C. E. Darling's team won by covering the 412 miles from Nome to Candle and return in a little under eighty-two hours.

Five thousand tons of tin were recovered last year from old tin cans, bits of solder and similar refuse. It was worth at least three million dollars, and since tin is not especially abundant this sum represents a genuine conservation of resources.

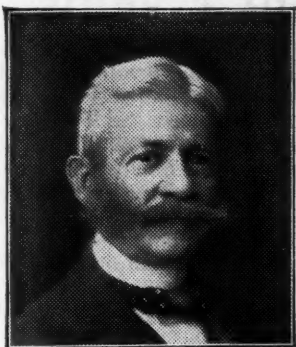
A big dinosaur took a few steps in the yielding sand near what is now Grand Junction, Colo., a few million years ago. Those four dinosaur tracks, in a bed of sandstone, have been sold to various museums for a sum which will pay a good part of the owner's way thru a Colorado college.

The dominant note of the British royal household is domesticity. The good influence of this upon British mothers and British society is general and far-reaching. Great Britain was fortunate in this regard thru the reign of Queen Victoria, and it is a happy thing that the condition continues to be true.

The Cathedral of St. John the Divine, which crowns Morningside Heights, New York, is so far advanced that the choir and crossing have been consecrated, and are being used for worship. The nave of the cathedral, the center tower, the transepts, and five of the seven memorial chapels are still to be finished. Nearly four million dollars have already been expended on the building, which, when completed, will be the fourth largest church in the world.

The King James version of the English Bible was made 300 years ago.

"It will take me less than five minutes to tell you what has been the effect of the authorized version on English literature," said Prof. William Lyon Phelps, of Yale University, at the tercentenary celebration held in Carnegie Hall, New York, on April 25. "It has simply been the whole thing."



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Quarterly Review of Current Events

February 1.—The German Reichstag passed the Unearned Increment bill.—The Honduras government troops evacuated Puerto Cortez, and the town was left in the hands of American and British marines.—An explosion of dynamite and black powder at the freight terminal of the Central Railroad of New Jersey, at Communipaw, destroyed a pier and two vessels and did much damage to property.

February 2.—A revolution broke out in Haiti.

February 3.—In the U. S. Senate, Senator Root, of New York, urged that the election of Mr. Lorimer, of Illinois, be declared void.—The Philippine Assembly adjourned.—The U. S. Government offered to assist in combating the plague in China, if its services were needed.—The centenary of the birth of Horace Greeley was celebrated in various sections of the country.

February 4.—Owen Kildare, writer, died, aged forty-six years.—Eight officials of the Central Railroad of New Jersey and the Du Pont Powder Company were arrested for responsibility for the powder explosion of February 1.—The Persian Minister of Finance was killed by Armenians, in Teheran.—Postmaster-General Hitchcock decided to reorganize the railway mail service.

February 5.—Mexican troops entered the city of Juarez after repulsing an attack by the insurgents.—A fishing village with 250 inhabitants, near Helsingfors, Finland, was carried into the sea by a gale.

February 6.—The British parliament was formally opened by King George.

February 7.—The House of Representatives passed the Lowden bill providing \$500,000 a year for the purchase of embassy buildings abroad.

February 8.—The Kansas legislature passed a constitutional amendment granting the suffrage to women for all offices except that of President.—Twenty-five hundred students of the University of St. Petersburg struck, in protest against government restrictions.

February 9.—Count Apponyi, the Hungarian peace advocate, addressed the U. S. House of Representatives.—Great Britain and Austria-Hungary agreed to submit to The Hague Tribunal any dispute over an existing treaty that cannot be settled by diplomacy.—The proposed Constitution for Arizona was ratified by a vote of 12,000 to 3,500.

February 10.—Senator Root, of New York, opposed, in the Senate, the proposed change in the method of electing senators.—It was announced in Washington that W. Morgan Shuster would be asked to reorganize the finances of Persia.—The American consul at Shanghai appealed to the Red Cross for aid in fighting the plague in China.

February 11.—Baron Albert von Rothschild, the Vienna banker, died, aged sixty-seven years.—It was announced that the Emperor of Japan had given \$750,000 for the relief of the poor of his country.—President Taft, in a speech at Columbus, Ohio, maintained that the reciprocity agreement with Canada would be a benefit to the American farmer.—The grand jury investigating the vote-selling in Scioto county, Ohio, returned indictments against forty-one persons.—The U. S. Senate designated San Francisco as the place for holding the Panama Canal exposition.

February 12.—General Alexander S. Webb, formerly president of the New York City College, died, aged seventy-six years.

February 13.—Mr. John Hays was appointed special ambassador to attend the coronation of King George of England.—Postmaster-General Hitchcock issued a statement defending the proposed increase in magazine postage.

February 15.—The U. S. Senate ratified the convention signed at The Hague Conference, creating an international prize court; also a bill providing for the purchase of forest reserves in the White Mountains.—It was announced in Washington that a \$7,500,000 American loan would be made to Honduras.—Prof. Edward Hitchcock, of Amherst College, died, aged eighty-three years.

February 16.—Mrs. Alice Morse Earle, the author, died, aged fifty-seven years.—Thirty-five professors of the University of Moscow resigned as a protest to the removal of the rector.—General Navarro, leader of the Mexican government forces, placed Juarez under martial law and took possession of the railway.

February 17.—The Viceroy of Manchuria estimated the fatalities from the plague at 65,000.—In an address at Berlin, Emperor William urged reclamation of land for grazing.

February 18.—Dr. Amory H. Bradford, for many years a prominent pastor in Montclair, N. J., died, aged sixty-four years.—Manuel Bonilla and Lee Christmas, leaders in the Honduran revolution, were indicted in New Orleans for connection with the "Hornet" filibustering expedition.

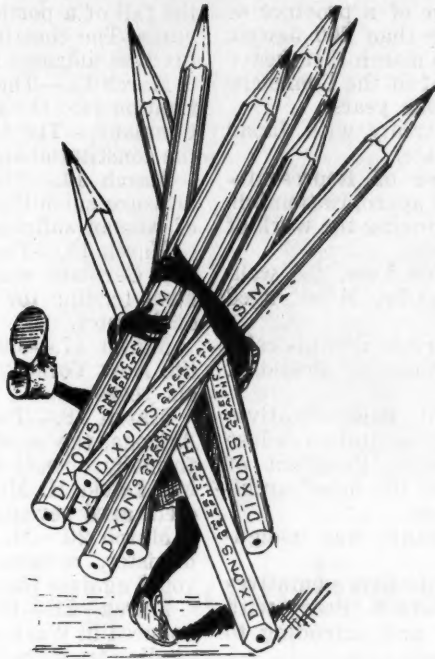
February 19.—The existing trade treaty with Canada was denounced by Japan.

February 20.—The Chinese government took active measures to suppress the plague, by ordering that the villages bury their dead.

February 21.—The Irish parliamentary party decided not to take part in the English coronation ceremonies.—Hayti was warned by the United States Government that it must stop the execution of revolutionary prisoners.

February 22.—The Canadian parliament de-

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to be ready when his opportunity comes."*



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you need, it is for you to provide us with the opportunity.

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JERSEY CITY, N. J.

clared political loyalty to Great Britain, in answer to allegations that reciprocity with the United States would result in annexation.—The House of Representatives passed the naval appropriation bill, calling for an expenditure of \$113,000,000.

February 23.—The Interstate Commerce Commission forbade the increases in freight rates proposed by the railroads of the East and Middle West.—The governor of a province of Little Russia expelled more than 200 Jewish families, compelling them to march thru heavy snow.—Quanah Parker, chief of the Comanche Indians, died, aged sixty-seven years.

February 24.—The new treaty with Japan was ratified by the U. S. Senate.

February 25.—The House of Representatives passed the Sunday civil appropriation bill, carrying \$3,000,000, for beginning the work of fortifying the Panama Canal.

February 26.—Sam Walter Foss, the well-known poet, died at Somerville, Mass., aged fifty-three years.

February 27.—Aristide Briand and his cabinet tendered their resignations to President Fallieres of France.

March 1.—The House of Representatives approved the New Mexico Constitution.—José Battle y Ordóñez was elected President of Uruguay.—John M. Carrère, the noted architect, died, aged fifty-two years.

March 2.—Manuel E. Arango was inaugurated President of Salvador.

March 3.—The House of Representatives passed the bill retiring Robert E. Peary with the rank of Rear-Admiral, and extending to him the thanks of Congress.

March 3.—Governor Dix, of New York, appointed a commission to study the docking facilities of New York to provide accommodation for larger vessels.

March 4.—The fiftieth anniversary of the emancipation of the serfs was celebrated thruout Russia.—The German government announced that the rebellion in the Caroline Islands had been put down.—President Taft called a special session of Congress to meet on April 4, to consider the Canadian reciprocity agreement.—The Sixty-first Congress came to an end.

March 5.—Mr. Charles D. Hilles was appointed secretary to President Taft.

March 6.—Antonio Fogazzaro, the Italian novelist, died, aged sixty-eight years.—Judge Francis Cabot Lowell, of the U. S. Circuit Court, died, aged fifty-six years.—Mr. Charles Brown Lore, formerly chief justice of the Delaware Supreme Court, died, aged seventy-eight years.

March 7.—Richard A. Ballinger resigned as Secretary of the Interior, and Walter L. Fisher, of Chicago, was appointed to succeed him.

March 9.—A powder explosion at the works of the Laffin Rand Powder Co., at Pleasant Prairie, Wis., destroyed the entire village.

March 10.—Martial law was declared in Portugal, as the result of a rebellion against the rule of President Jara.

March 11.—The trial of thirty-six Camorristi on charge of murder was begun at Viterbo, Italy.

March 12.—Curtis Guild, Sr., formerly a prominent journalist, of Boston, died, aged eighty-four years.—A severe earthquake caused the fall of a portion of the crater of Mt. Vesuvius.—The constitutionality of the corporation tax was affirmed by the U. S. Supreme Court.

March 13.—The grand jury started an investigation into the affairs of the Carnegie Trust Company.—The U. S. Supreme Court affirmed the constitutionality of the corporation tax.

March 14.—The Nevada senate adopted a measure submitting to the people the question of woman suffrage.

March 15.—The German government stated that Germany was ready to join in any agreement tending toward international arbitration of disputes.

March 17.—John B. McDonald, builder of the New York City subway, died, aged sixty-six years.

March 18.—The Roosevelt storage dam in Arizona, the second largest in the world, was formally opened by ex-President Roosevelt.—Mr. David H. Moffat, the Colorado capitalist, died, aged seventy-one years.

March 20.—M. Stolypin, the Russian prime minister, resigned.—The New Jersey senate voted against the income-tax amendment.

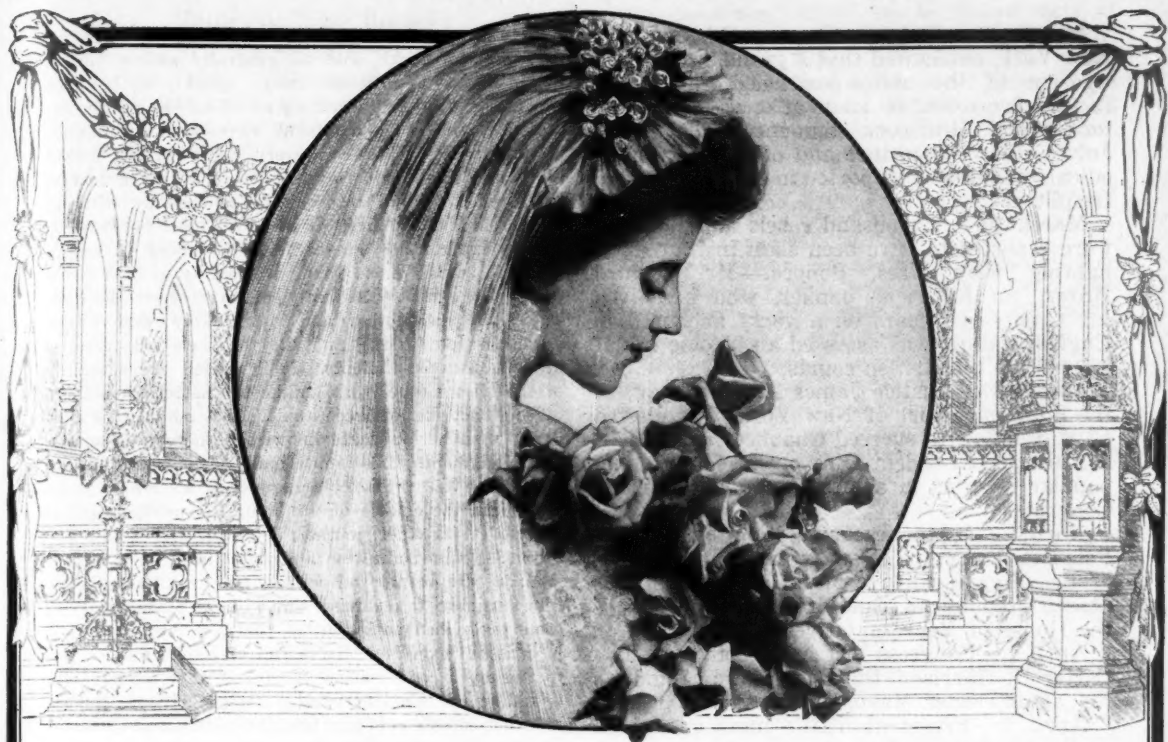
March 21.—President Taft, it was announced in Washington, believed his purpose in sending troops to the border to be accomplished; that purpose being the restoration of peace in Mexico.

March 22.—Germany's first turbine battleship was launched at Kiel, and was christened by the Empress the "Kaiser."—Magistrate Corrigan, of New York, in a letter to the press, said that crime was on the increase, and the city more "open" than ever before.

March 23.—A body of Mexican troops crossed the Rio Grande, and traveled for several miles on American soil; the Mexican commander was warned that a repetition would be regarded as a hostile act by the American commander.—The woman suffrage bill, with a referendum amendment, was passed by the Illinois State Senate.

March 24.—The Diaz cabinet resigned in a body, as a step towards the re-establishment of peace.—State Senator John Broderick, of Illinois, charged with buying votes for U. S. Senator Lorimer, was voted not guilty by a Springfield jury.

March 25.—Baron Uchida, the Japanese Ambassador, called at the White House and presented to President Taft a friendly personal message from the Japanese Emperor.—About 140 men and women lost their lives in New York in a shirt-waist factory fire.



Living Loveliness

In beauty of face, what appeals most directly and most intensely to our admiration is the beauty which glows and beams with life and animation---in a word, the beauty that is natural. A chief element in the realization of such beauty is a dainty complexion and the greatest aid to a lovely complexion is

Pears' Soap

This is such a universally accepted truth as to be almost proverbial. The most beautiful women of the last hundred and twenty years have declared it to be matchless for the complexion. Being all pure soap, possessing special emollient properties that soften, refine and beautify the skin, it is indisputably

The Beauty Soap of the World

OF ALL SCENTED SOAPS PEARS' OTTO OF ROSE IS THE BEST.

"All rights secured."

In answering advertisements please mention "The School Journal"

March 26.—District Attorney Whitman, of New York, announced that a grand jury investigation of the above-mentioned shirt-waist factory fire would be made at once.—Postmaster-General Hitchcock announced that after July 1, 1911, magazines and other bulky periodicals would be transported in carloads, as fast freight.

March 30.—A thousand rebels and Federals were reported to have been slain in four days' fighting near Ures, Sonora.—Mr. Bayard Brown, an American banker, who has lived for twenty-two years on a yacht anchored in English waters, was assessed an income tax of \$50,000 by the British courts.

March 31.—Justice James A. O'Gorman, of the Supreme Court of New York, was elected U. S. Senator, to succeed Chauncey M. Depew.

April 1.—President Diaz promised sweeping popular reforms in a message to the Mexican Congress.

April 3.—A Japanese expedition to the South Pole left Wellington, New Zealand, for the Antarctic.—Representative Mann, of Illinois, was chosen Republican candidate for Speaker of the House of Representatives.

April 4.—Congress met in special session.—Carter H. Harrison, the Democratic candidate, was again elected Mayor of Chicago.

April 5.—President Taft's message, which dealt only with reciprocity, was read in both the Senate and the House.

April 6.—Theodore Roosevelt spoke at Tacoma, Wash., to 30,000 people, approving the proposed arbitration treaty with England.

April 7.—The 1,720 passengers on the stranded steamship "Princess Irene" were transferred to another ship, in safety.

April 8.—Judge Sanborn, in an opinion handed down at St. Paul, decided in favor of the Minnesota rate cases.

April 10.—Tom L. Johnson, former mayor of Cleveland, died, after a long illness.—Sam Lloyd, the puzzle-maker, died at his home in New York.

April 11.—The committees in the House of Representatives were completed.

April 12.—Oscar W. Underwood, chairman of the Ways and Means Committee, introduced the Canadian Reciprocity Bill in the House of Representatives. The measure was supplemented by a bill placing on the free list articles bought but not sold by the farmers of the United States.

April 13.—The House passed a bill providing for the direct election of U. S. senators.

The Irish Boy as Mr. Yeats Sees Him

The overwhelming majority of Irish families are poor, ambitious, and intellectual; and all have the national habit, once indigenous in "Merry England," of much conversation, says Mr. J. B. Yeats in *Harper's Weekly*. In modern England they like a dull man and so they like a dull boy. We like bright men and bright boys. When there is a dull boy we send

him to England and put him into business where he may sink or swim, and he generally swims; but a bright boy is a different story. Quickly he becomes the family confidant, learning all about the family necessities; with so much frank conversation it cannot be otherwise. He knows every detail in the school bills and what it will cost to put him thru the university, and how that cost can be reduced by winning scholarships and prizes. As he grows older he watches, like an expert, the younger brothers coming on, and is eager to advise in his young wisdom as to their prospects. He studies constantly, perhaps overworks himself while his mother and sisters keep watch; and yet he is too serious, and they on their side are too anxious for compliments. It is indeed characteristic of the Irish mother that, unlike the flattering mothers of England, she loves too anxiously to admire her children; with her intimate knowledge there goes a cautious judgment. The family habit of conversation into which he enters with the arrogance of his tender years gives him the chance of vitalizing his newly acquired knowledge. Father, mother, brothers, and sisters are all on his mind; and the family fortunes are a responsibility. He is not dull-witted, as are those who go into business to exercise the will in plodding along some prescribed path; on the contrary, his intellect is in constant exercise. He is full of intellectual curiosity, so much conversation keeping it alive, and therein is unlike the English or the American boy. Indeed, he experiences a constant temptation to spend in varied reading the time that should be given to restricted study. He is at once skeptical and credulous,

Mr. Carnegie on the Tariff

Writing on "The A, B, C of the Tariff Question" in the *May Century*, Mr. Carnegie says:

"The tariff will not down; on the contrary, it is today the foremost domestic question and promises to remain so thru the next presidential campaign."

"There are two kinds of tariff, one for revenue, one for protection. In neither of these should food or the necessities of life be taxed. This is fundamental, whether the tariff be for revenue or protection."

"The Government must have revenue, and because tariff duties can easily be collected upon articles of luxury imported, it is wise, very wise, to avail ourselves of this source of revenue, because the few rich who have the ability to pay should be made to pay heavily upon luxuries, which the masses do not consume."

"Duties should not be levied upon art treasures imported, because these tend to gravitate to public galleries and thus become the priceless possessions of the people. Altho held for a time by their owners, a generation comes when an owner bereft of family, perhaps, or for other reasons, bequeaths them to the city. They are not 'consumed' as luxuries are."

"Encourage new industries when there is a prospect of getting thereby in due time a surer supply cheaper at home than the foreigner can give. If after proper testing it is clear that our domestic supply of any article cannot be obtained except at a higher price than the foreign, which has always to pay transportation to our shores, then we should not pursue the experiment unless the article is essential for our defense."

Notes of New Books

"Speaking and Writing—Book Three," by William H. Maxwell, Emma L. Johnston and Madelene D. Barnum, aids fifth grade pupils in acquiring proficiency in the art of speaking and writing persuasively. The central theme of Part I, "How to Persuade," is developed by lessons on the use of exclamations, the studies of sounds, the reading and memorizing of extracts from speeches, letter-writing and dramatization. Part II. furnishes a set of exercises on points of language study that should be mastered before the study of grammar is begun. Price, 25 cents. (American Book Company, New York.)

"Latin for Beginners," by Benjamin L. D'ooge, is characterized by fullness of statement and simplicity of language. The forms are presented in their natural sequence, and the vocabulary is limited to 600 words, most of them words occurring in Cæsar. English constructions are reviewed and compared with Latin usage. Rare forms are omitted, but sentences and idioms from Cæsar are introduced in the last lessons. The book is beautifully illustrated with scenes from the life of the ancient Romans, in color. Price, \$1.00. (Ginn & Co., Boston.)

"Dictation Day by Day" is a modern speller for use with pupils of the sixth year, by Kate Van Wagenen. The exercises are carefully graded, and the new words in every paragraph are underlined. The work has all been put to actual test in the schoolroom and is excellently suited to its purpose. Price, 20 cents. (The Macmillan Company, New York.)

"The Recitation," by Dr. George Herbert Betts, of Cornell College, Iowa, is a recent addition to the "Riverside Educational Monographs" series. The author discusses the purpose and method of the recitation, the art of questioning, the conditions necessary to a good recitation, the assignment of the lesson, and the outline. The book is interesting reading, and is worthy of careful perusal by teachers and normal students. Price, 60 cents. (Houghton Mifflin Company, Boston.)

Stevenson's "Inland Voyage and Travels with a Donkey," edited by Gilbert Sykes Blakely, Morris High School, New York, presents two of Stevenson's sketches specified for reading in the College Entrance Requirements in English for 1913-1915. Mr. Blakely gives in the introduction a brief but adequate and accurate account of Stevenson's life. The appended notes are sufficient to explain difficulties and allusions and fine points. Price, 40 cents. (American Book Company, New York.)

"Horace—Satires and Epistles," edited by Edward P. Morris, of Yale University, differs from others chiefly in the greater emphasis which it places upon the thought of Horace as distinguished from the language, or the verse, or the allusions. The edition aims to avoid too much as well as too little annotation. Obscure passages are not merely indicated, but sufficiently elaborated to be perfectly clear. In every particular the edition has been made as helpful to students as possible. Price, \$1.25. (American Book Company, New York.)



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Kept
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SOAP

CHILDREN need more attention than grown-ups in taking proper care of the hair and scalp. A frequent shampoo with Lifebuoy will not only keep the scalp clean and healthy, the hair vigorous and glossy, but will destroy the germs of infectious disorders to which they are exposed at school or play, if it is freely used for the Bath and all toilet purposes. They like it and enjoy using it because it "feels so good."

5c at all Druggists and Grocers

If not at your dealer's send 5c (stamps or coin) for full size cake, to
LEVER BROS. CO.
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Velvet Grip
[RUBBER BUTTON]
Hose Supporter

For Boys and Girls Who Play.

Guaranteed Against Imperfections.

It wears well because it is strongly made of the best materials.

Children's Sample Pair by mail, 16 cents (give age)

All metal parts are rust proof and heavily nickel plated. The clasp will not slip off, yet it may be attached or released, with perfect ease, even by children.

Look for the Molded Rubber Button and "Velvet Grip" stamped on the loop.
Sold by Dealers Everywhere.

GEORGE FROST COMPANY, Boston, U.S.A.

Educational—Argentina

The first Argentine educational census was taken in 1884, and the national census of 1895 was also an educational one. That of May 25, 1909, however, is not merely far more concise and complete than any of its predecessors, but is said to be the most complete statement of its educational status ever issued by a Latin-American country.

In 1881, \$33,295 (United States currency) was spent on primary education by the Argentine Government; in 1907 it was \$3,566,403, or over one hundred times as much. The average at present is \$3,500,000 a year. In all, the Government spent \$10,898,674 on education in 1909—as much as on the army and navy combined. Of all sums spent by the Government in 1908, 11.84 per cent was on education, a proportion only exceeded by that on the public debt (18.08 per cent) and on public works (12.96 per cent). On primary education alone \$29,276,090 has been spent since 1881. In 1895 there were 3,325 primary schools, with 285,854 pupils; in 1909 there were 5,321, with 614,680, an increase of 600 per cent and of 115 per cent, respectively. There were 18,571 primary teachers in 1909 and

42 normal schools, with 2,186. HIGHER SCHOOLS AND SPECIAL EDUCATION

As for secondary instruction, there were 26 "colegios nacionales," preparing for the three national universities, with 812 teachers. They are well distributed over the Republic. About \$400,000 a year is spent on the six commercial high schools, which had 1,921 students in 1909. These schools are very popular, and their attendance is rapidly increasing; 850 graduates leave the four professional schools for women yearly.

The Roman Catholic Church maintains an excellent educational system of its own throughout the Republic, which has done much for learning. There are several Protestant mission schools founded by missionaries from the United States. Of the 58 Argentine Government scholarship holders abroad in 1909, 15 were studying in the United States and the remainder chiefly in Italy, France, and Germany. There are some 100 persons in the whole Republic who have studied in the United States and who have been potent factors in spreading North American influence.

The reports in this volume of the census are a permanent con-

tribution to educational literature of a high order. The following notes are taken therefrom:

In 1895 57 per cent of the Argentine children of school age were illiterate; in 1909, 38 per cent. Only 11 per cent of the children in the city of Buenos Aires, however, are illiterate.

Inspired by Miss Elizabeth Peabody, of Boston, President Sarmiento founded the first kindergarten in South America in 1868, in Buenos Aires.

The first Argentine commercial school was founded in February, 1890, by Acting President Pellegrini and Dr. Filemon Posse, Minister of Education. Doctor Bermejo (now Chief Justice of the Republic) greatly strengthened the institution in 1897, and Dr. Joaquín V. González, as Minister of Education, reorganized and classified the whole system of commercial instruction by the decree of February 16, 1905, making it intensely practical. Office work and business methods are taught from the start. There were 153 students in the Buenos Aires Higher Commercial School in 1890 and 924 in 1909. Great improvements are planned in Argentine commercial education.

The National Industrial School was founded in 1898, with 30 students. To-day it has over 600.

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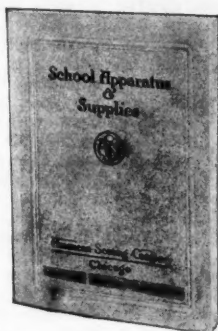
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Life Time

American Steel **Sanitary School Desks**

Will Outwear
Your
Building

Superintendents & Boards of Education

who are interested in the most modern equipment for their schools, are requested to write at once for booklet "X1" we have just issued, on our new American Steel Sanitary Desks, setting forth the advantages of our *triangular steel construction* in school desks vs. cast iron. 25,000 on one order from one city alone.



Blackboards & School Supplies

Order Early, Send today for New 120 P. Catalog "X4."

A complete directory of *everything for the school room*. Globes, Maps, Charts, Crayon, Erasers, Tablets, Steel Lockers, Kindergarten Furniture, Etc., Etc.

ACME The Perfect Blackboard. No breaking. No warping. **ACME**
PLATE Anyone can install it. Costs 50% less than natural slate. **PLATE**
Weights $\frac{1}{4}$ lb. per sq. ft. Sample black and green, and
booklet "X6" on request.


Teachers' Sanitary Desks and Chairs; Assembly Seating.

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The San Francisco meeting will mark an epoch in the history of education in America.

Every teacher who can attend should make every effort to do so.

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And Meteorite Mountain, made by the fall of a giant meteor that

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the Grand Canyon of
Arizona*

plowed a hole in the earth over six hundred feet deep and nearly a mile in diameter.

And, greatest of all, the **Grand Canyon of Arizona**, a mile deep, miles wide, and painted like a sunset.

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Teach the Young to Work

The dilettante spirit gives the most trouble in life, Dr. John Elliott told the Federation for Child Study at a recent meeting.

"I asked a boy once," said Dr. Elliott, "what he considered a good job. He knew. 'One where you can sit down a good deal,' he answered. Now life is not one long holiday; it's a pretty serious kind of a thing, but what a great many people are looking for in it is a job where 'you can sit down a good deal.' You go up to Bellevue and see the alcoholic patients. Those are the people who have been sitting down a good deal. So are the people you will find in the insane ward over on the island. Go down to the midnight breadline some time. Those are not bad men; they were easy-going.

"Children should be made to have a feeling of responsibility in the family, that they are a part of it, and should learn to understand the burdens their parents have to bear. That is where the children of the poor have the advantage over the children of the rich. To be sure, the children of the poor are exploited, made to bear too many burdens, but they do have a sense of responsibility, a feeling that they have a share in the life of the family. The parents of the children of to-day lie down and let their children walk over them. If Johnnie is studying his algebra grandmother must walk softly, and if Susie is getting her lesson let no dog bark."

"Children have a right to their own personality, and are not to be questioned about everything they do; they have a right to their own rooms and to their own souls. They will be more appreciative if they are more appreciated.

"The public standard is the thing that is the most important for the youth and the child. He must get in touch with the right group and the right standard. They talk of people being saved; I don't believe they are saved individually, but saved in groups. What your child will learn and what he will do will not be what you say and what you are doing, but what the boys and girls he is with are doing. He will accept the public standard of the larger group of his friends. When he goes to work it is not the kind of work he does, but the kind of man he works under that is important. And let him put into everything that he does the best that is in him, that is the essential thing to teach; get away from the dilettante will, that is the keynote of the new ethics, the new religion."

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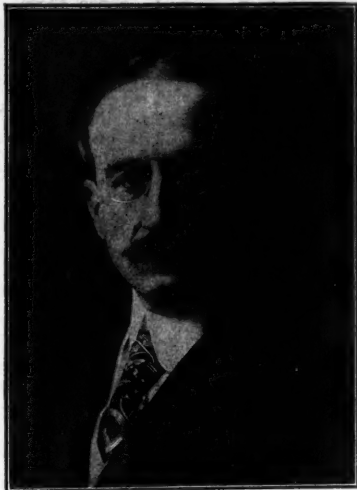
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In answering advertisements please mention "The School Journal."

Recognizing Worth of Its Managers

Syracuse is in the near future to yield one of its prominent business men to the call of New York and advancement. William Alan Dyer, vice-president and general manager of the Smith Premier Typewriter Company, has been elected to the office of vice-president of the Union Typewriter Company of New York City. His peculiar fitness for the broader work, which affiliation with this company will mean for him, has been recognized by the Union Typewriter Company, and Mr. Dyer will shortly join the official staff of this widely known company.



WILLIAM ALAN DYER

Mr. Dyer came to our city something more than eight years ago to assume the duties of treasurer of the Smith Premier Company, and after a short period the duties of secretary were also turned over to him. Five years ago Mr. Dyer's efficiency was recognized by his election by the Board of Directors to the office of vice-president and general manager. His able administration of an industry international in scope and importance has not passed unnoticed, and his present preferment is the natural result of his unfailing ability to meet and grasp each added responsibility as it has come to him with every step ahead. At the recommendation of Mr. Dyer, the general managership of the Smith Premier Company will be assigned to William T. Humes, who for many years has been the company's director of Continental Europe. In turn, E. Spencer Harrison, for long director of the Smith Premier affairs in Great Britain and India, will assume charge of the territory heretofore under the supervision of Mr. Humes.

The Smith Premier Company is loath to give up to others the services of a man whose vigorous personality and unusual business acumen have been an inestimable factor in the history of this company. Mr. Dyer will assume the duties of his new position on July 1.

Making Panama Hats In Ecuador

What are generally known as "Panama" hats are not made in Panama, but chiefly in South America, and to some extent in several Central American States. The manufacture of these hats is an important industry in Ecuador, from which they were exported to the value of \$1,200,000 in 1906.

In these countries the price of the hats usually ranges from 50 cents to \$5, but in Honduras some hats are made which sell for \$25 each, and in Ecuador a grade called "especiales" is made, requiring months of work to finish a single hat, which may sell there for \$100, or even more. All grades of these hats are made from the leaves of a palm plant, called locally in various countries "jipi-japa," from the canton of that name in the Province of Manabi, on the coast of Ecuador, where the finest of these hats are manufactured.



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If you have never used a microscope in the class room, you have missed a valuable aid. Most of the principal schools and colleges in the country are equipped with

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The kind of graduates that can step out of a business school into a new position and make good, are the kind that build up the reputations of successful schools. With the new Smith Premier Model 10, where practically every operation is controlled from the straight line key-for-every-character keyboard, the work of writing is done solely by the hands—the mind is free for brain work. That is why business schools where the new Model 10 Smith Premier is used are graduating operators whose high average of efficiency builds up the reputations of those schools.

The Smith Premier Typewriter Co., Inc.
SYRACUSE, N. Y.

Bob White

"I own the country hereabout,"
says Bob White;
"At early morn I gayly shout,
I'm Bob White!
From stubble field and stake-rail
fence
You hear me call with out of-
fense,
I'm Bob White! Bob White!
Sometimes I think I'll ne'er
more say Bob White;
It often gives me quite away,
does Bob White;
And mate and I and our young
brood,
When separate, wandering thru
the wood,
Are killed by sportsmen I invite
By my clear voice—Bob White!
Bob White!
Still, don't you find I am out of
sight
While I am saying Bob White,
Bob White?"
—CHARLES C. MARBLE.

Garden Boosted

It was the busy hour of 4,
When from a city hardware
store
Emerged a gentleman who bore
1 hoe,
1 spade,
1 wheelbarrow.

From thence our hero promptly
went
Into a seed establishment
And for these things his money
spent:
1 pack of bulbs,
1 job lot of shrubs,
1 quart of assorted seeds.

He has a garden under way
And if he's fairly lucky, say,
He'll have about the last of May
1 squashvine,
1 egg plant,
1 radish.

—Washington (D. C.) *Herald*.

The Making of American Books

(Continued from last month)

Since these beginnings there have been happenings—the election of James Harper, publisher, as Mayor of New York in 1844; the founding of the *Century* magazine, and therewith an important publishing house as an offshoot of the Scribner beginning; the Macmillan house, the coming of the Colliers, Moffat & Yard, S. S. McClure, Doubleday, Page, Longmans, Green & Co., setting up a branch of their English house in America; the starting of so many magazines that each time you stop at a newsstand you see that a new publication has grown overnight; the wonders of color printing—each of these modern publishing wonders would ask for columns to tell in detail.

PRE-COPYRIGHT DAYS

Students of the early history of publishing recall the romance of that time. It was long before the days of copyright, there was no American author to protect, the British author was supposed to have no rights whatever, and it was a mad scamper on the part of the different printers in America to secure the earliest copies of new books as they appeared upon the London market. This was a period long before the introduction of the Atlantic cable, long before steam had been applied upon the Atlantic voyage; the packets of that time were extremely uncertain. When a new book was due upon the English market the arrival in New York of the first packet that might bring a copy was eagerly anticipated, and there was great jockeying for the advantage of position. It is recalled that two of the New York publishers expecting the arrival of the early copy of a new book which might promise popularity had engaged each the swiftest possible schooner with the most experienced captain to cruise in the offing to intercept the packet. The skipper who had the luck first to sight the London ship drew up under her stern and caught on his deck the precious package of literature. Crowding all sail, he rushed back to port and placed the copy in the hands of the publisher, who was thus able to beat his rival upon the American market. Such incidents, they say, were common.

MORALS OF THE BOOK TRADE
Even when there was no copyright law the best publishers made a return to the British author whose work they used. Technically it was book

(Continued on page xi)

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Ludington	Northport	Roaring Brook
Manistee	Traverse City	Harbor Springs
Onekama	Charlevoix	St. Ignace
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Glen Haven	Bay View	Cheboygan

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Pears' is essentially a toilet soap. A soap good for clothes won't benefit face and hands. Don't use laundry soap for toilet or bath. That is, if you value clear skin.

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A course in Phonography for teachers will be given in the Summer Session at Columbia University beginning July 6. For further particulars apply to the Secretary, Library Building, Columbia University, New York.

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G. U. Beauchamp, 2553 8th Ave., New York.

piracy, but all the reputable houses in America gave the author a sum which probably represented as much as he would be entitled to under the copyright law as at present administered. They played fairly among themselves in the conduct of their business. Which ever publisher secured by manoeuvre or by prior arrangement the advance copy of the new book was reasonably safe from competition from his neighbor. A little card placed in the newspapers or in the periodicals published by each house served as satisfactory warning to competitors of each forthcoming new book.

As the beginning of the publication of books lay in the newspaper, so the continuation of the industry was assisted by periodical publication of another sort. The oldest publishing houses in this country today are those with which are associated literary and popular magazines. It is perhaps too much to say that Harpers has been sustained by *Harper's Monthly* or the *Weekly* or the *Bazar*, but the contention is in general well brought out by the fact that not only the Harpers but the Scribners, the Appletons, the Century Company and Lippincotts have always had a magazine as well as their book publication, and in Boston the *Atlantic Monthly* has from the beginning been at least in community of interest with Hurd & Houghton and the present Houghton Mifflin & Co. Each one of these houses has used its opportunity for serial publication for many of the books which have later borne the house imprint.

OLD-FASHIONED BOOKS

The books of the earlier period of American publication were not particularly attractive in form or in appearance. Let many a literary foundation rests upon the perusal of the many good books that appeared in pamphlet form in the middle of the last century. Pleasant memories are recalled when the odd chance of rummaging in an old attic brings to light the once familiar terra-cotta binding of the old Harper's Franklin Square Library, with its small type and two columns to the page. The best of literature was given to the American public in that and the similar form emanating from other publishers. Thus, while the American publisher was filling a demand far in advance of his possibility of supply the very existence of the demand created in due course a supply from American authors. At the beginning it was poor, much of it undeniably poor. But patriotic pride was strong enough to

(Continued on page xii)

THAT TIRED FEELING

That comes to you every spring is a sign that your blood is wanting in vitality, just as pimples and other eruptions are signs that it is impure.

One of the great facts of experience and observation is that Hood's Sarsaparilla always removes That Tired Feeling, gives new life and courage.

Do not delay treatment, but begin at once to take

Hood's Sarsaparilla

In usual liquid form or in chocolate tablets called *Sarsatabs*. 100 doses \$1.

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Motor Work and Formal Studies

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(Continued from page xi.)

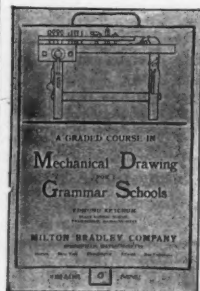
give the local product a show, and with the opportunity of getting into print the character of the work of American authors improved. At last there came a time when the publishers were not forced to depend upon English work. They found their best market in striving to foster American production.

These progressive steps which here can only be hinted at went far toward building up American literature, and we have a literature despite the scoffers. A people who had had only mediocre novels from its first novelist, Charles Brockden Brown, could be pardoned upon the publication of Cooper's tales if they hailed him as a "second Walter Scott." We know now that Cooper wasn't, but first enthusiasm, perhaps even when misdirected, is worth while.

FICTION NOT FOREMOST

And since the days of the appearance of Brown's "Arthur Merwyn" in 1800 an American has produced a masterful work of imagination, "The Scarlet Letter." "Evangeline" was written in America by an American, too, and Walt Whitman rose to heights of lyric poetry when he voiced the grief of a nation calling upon the Captain who could no longer "rise up and hear the bells."

There has been a steady progress in the art of publishing. Its beginning was humble enough in the issuing of elementary textbooks varied by occasional and always dull addresses and sermons. For an intermediate period the public demanded and the presses were kept busy in supplying the demand for fiction and yet more fiction. But now the great publishing houses are striving in the effort to produce a well-proportioned offering of literary wares. Fiction no longer holds the first place. Work that is informing is greatly in demand and the publishers are anxious to secure the results of original research and study. When the annual output of any one of the American houses is compared with the similar record of the great English, German and French establishments the American publishers may well be proud that at last they have reached a position in which their leadership is indisputable.



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These drawings have been planned especially for the busy teacher. They offer a practical means of presenting to the class a series of mechanical drawings which develop the idea of how Working Drawings are made, of accurate measuring, neatness and good arrangement. No models or solids are needed and the objects are such as can be made with few tools. These drawings make mechanical drawing practical in schools where it has heretofore been prohibitive because of a lack of just such explicit lessons as are found in this course.

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Manufacturers and Importers of

**Chemicals, Chemical Apparatus,
Physical Apparatus, Scientific Instruments.**

Everything needed in the Laboratory.
Glass blowing done on the premises.
Metalware Manufacturing Department in the House.

German University Students

There are more university students now than ever in Germany. The latest statistics show that their number has risen from 52,407 in 1910 to 54,822 this year, an increase of 4.6 per cent, whereas the population of the empire rose only 1.4 per cent. Women students number 4.4 per cent of the whole.

Similar increases are noted in the technical high schools and in the commercial academies which are rapidly springing up everywhere.

The Unlucky Boy

Bill Smith has got the measles,
An' he dassent go outdoors;
He dassent go to school at all;
He dassent do no chores;
He's grinnin' in the window
When there's wood an' stuff
to bring.
Bill Smith has got the measles
An' I ain't got a thing!

George Pierce has got brown-
keetus,
An' he stays home all day
An' looks at funny papers
To pass the time away;
An' you should see the play-
things
His pa an' sisters bring
To him! He's got brownkeetus
An' I ain't got a thing!

Dick Ramsey's face is swole up,
Fer he has got the mumps;
His face ain't like a face,
much—
It's just a pair o' bumps.
He's playin' in their dooryard
An' got a top an' string.
He's had the mumps a week
now,
An' I ain't got a thing!

Fred Jones has got his arm
broke
From fallin' down the stair;
I don't git no diseases
Nor git hurt anywhere!
I don't have luck at nuthin',
An' I ain't never sick—
By jing! I'm gonna sneak off
An' go an' play with Dick!
—Chicago News.

Educational Meetings

June 15-17.—West Virginia State Teachers' Association, at Bluefields.

June 27-29.—Kentucky Educational Association, at Owensboro. President, T. J. Coates, Richmond; secretary, T. W. Vinson, Frankfort.

June 27-30.—Maryland State Teachers' Association, at Braddock Heights. Secretary, Hugh W. Caldwell, Chesapeake City.

June 29-July 1.—American Institute of Instruction, at Providence, R. I. Secretary, Edwin C. Andrews, Greenwich, Conn.

July 8-12.—National Educational Association, at San Francisco. President, Mrs. Ella Flagg Young, Chicago.

Summer Schools

Middlebury College Summer Session. July 5-August 12. Address, President Edward D. Collins, Middlebury, Vt.

Massachusetts Agricultural College Summer School, July 5-August 4. Address, Director of Summer School, Amherst, Mass.

University of Vermont and State Agricultural College Summer School. July 3-August 11. Address, Dr. J. Franklin Messenger, Director, Burlington, Vt.

The Summer School of New York University, which opens for its seventeenth year on July 5th, offers more than one hundred and thirty-five courses of exceptional value and interest. These are divided into two main groups, i.e., Courses Primarily Pedagogical and Courses Primarily Collegiate. The former consist of general courses in Education, Psychology, Experimental Pedagogy and School Hygiene, and special methods and training courses in the departments of Kindergarten Training, Music, Manual Arts, Domestic Art, Domestic Science and School Gardens. The general courses are given by professors in the School of Pedagogy of the University, and the special courses are in charge of well-known specialists in the various departments. The work in Manual Arts is directed by Dr. Haney, of the New York City Schools, and that in Music by Principal Thomas Tapper, of the Institute of Musical Art.

There are some eighty courses which are described as "Primarily Collegiate." These are in Languages, Political Science, Commercial Subjects and Sciences, are given by members of the University Faculty, and are credited in the Collegiate Schools of the University. A considerable number of these courses are also offered for graduate credit toward the degrees of M. A. and Ph. D. Such are research courses in Semitics, English, French, Political Science and Chemistry.

THE INVESTIGATION OF DUST CONDITION IN SCHOOLS

T IS only in recent years that science has sought to improve the hygienic conditions of our school buildings. Among the most interesting and enlightening of the various experiments conducted have been those dealing with dust and its relation to the transmission of contagious diseases.

In class-room, lecture-halls, laboratories, auditoriums and other departments of our schools and colleges, dust is present in its most dangerous form. Pupils naturally track in from out of doors large amounts of dust and dirt—the frequent shifting of classes, the constant movement of feet and the various drafts and air-currents produce a continuous circulation of dust and bacteria dangerous to anyone breathing it.



Circulating dust can be reduced nearly one hundred per cent, but the only feasible method of accomplishing the purpose is by treating the floors with a preparation that will not only catch and hold the dust particles but kill the disease bacilli as well.

In view of the splendid results obtained from the use of Standard Floor Dressing, its use on all wood floors cannot be too highly recommended, whether for schools, colleges, hospitals, stores or public buildings. It is not intended for household use, and should not be applied to any floor in the home.

Standard Floor Dressing is, at the present time, being used in a great number of educational institutions, in hospitals, in great mercantile houses and public buildings. It has in every instance proved of inestimable value and substantiates every claim made for it. In addition, it is an excellent floor preservative, as it prevents splintering and cracking of the wood. Three or four treatments a year afford the most satisfactory results. It pays for itself many times over by saving labor.

As a demonstration of its efficiency, we are willing to treat one floor, of room or corridor, of any school or public building with Standard Floor Dressing, and AT OUR OWN EXPENSE. To localities far removed from our agencies, we will send free sample with full directions for applying.

To those in charge of schools and other public institutions we will send testimonials, reports, our book, "Dust and Its Dangers," and full particulars regarding our free trial offer.



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You will agree with us that to change existence into life, or to make life more abounding, is not a small mission. It is accomplished by the bestowal of the greatest of blessings,—health and strength. It is the mission of Hood's Sarsaparilla and is so well fulfilled by this great medicine that in thousands and thousands of homes the name, Hood's Sarsaparilla, is always spoken with gratitude. We are glad to say so much that is so fully deserved.

Life

The poet's exclamation: "O Life! I feel thee bounding in my veins," is a joyous one. Persons that can rarely or never make it, in honesty to themselves, are among the most unfortunate. They do not live, but exist; for to live implies more than to be. To live is to be well and strong—to arise feeling equal to the ordinary duties of the day, and to retire not overcome by them—to feel life bounding in the veins. A medicine that has made thousands of people, men and women, well and strong, has accomplished a great work, bestowing the richest blessings, and that medicine is Hood's Sarsaparilla. The weak, run-down, or debilitated, from any cause, should not fail to take it. It builds up the whole system, changes existence into life, and makes life more abounding. We are glad to say these words in its favor to the readers of our columns.

Grandma (impatiently)—Dorothy, I do wish you would be quiet a little while.

Dorothy—Now, grandma, don't scold. If it wasn't for me you wouldn't be a grandma at all.